



# Internship Manual



Revolutionizing workforce diversity.



creative **employment** opportunities



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## **Introduction**

Internships are important for any job seeker – including individuals with disabilities. Because the term “internship” is universal, employers understand the concept and often look for internships on resumes. They provide an opportunity for a job seeker to “test drive” a job to see if they enjoy the ride. In addition, internships allow an employer to “try on” a potential employee.

Internships are a unique opportunity to learn about what a job seeker wants to do *and* what they do not want to do. Often when someone starts working at their “ideal” job, they realize it is not so ideal for them after all. Not all internships work out – but that does not mean they are not successful. We learn from all our experiences – the good, bad and even the ugly!

All internships teach soft job skills, and every employer is looking for employees with soft job skills (which is why behavioral interviewing and testing is so prevalent today). Most employers rank interpersonal skills, communication, intuitive, and teamwork above technical aptitude. There is no better way for job seekers to learn these skills than to jump into a real work environment.

## **Description**

*The following is a description for establishing an internship process. There should be two identical binders made containing the sections outlined below. One binder should be kept at the business and one binder should be kept in the office. Depending on the internship, these sections may include more or less information; and more sections may be added as needed.*

***Tip: It is important to customize the information to the specific business and intern.***

### **Part One**

**Partnership Agreement.** This agreement can be individualized based on the arrangement with the business and intern. At a minimum, the Partnership Agreement should include roles and responsibilities of both the business partner and agency. The agreement provided in this binder is an example that can be used for future partnerships.

***Tip: Include agency’s Insurance Liability with the specific business listed under “Certificate Holder”***



## Part Two

Site Assessment. The sample included in this binder includes the information that should be gathered when conducting a business site assessment. With each business, the different sections may include more or less information depending on the needs of potential interns, environment, job analysis, staffing, etc.

***Tip: Be sure to include workplace culture information!***

## Part Three

Intern Criteria and Job Description. This section is critically important and should include the specific qualities the business is looking for in their interns and/or employees. The job description could be the standard description the business uses for current employees in that position OR it could be a customized job description the agency develops with the business for the internship position.

***Tip: When customizing a job description, be sure to look at the current and future needs of the business and match them with the interests of the potential intern.***

## Part Four

Application and Interview Process. The application process should be individualized based on the business and intern. Depending on the business agreement, the application used by the business can be utilized OR the agency may need to create an application specific to the internship. The interview process should also be individualized based on the business agreement and intern. When formulating this section, keep in mind the job seekers with whom you are working to ensure that their interests and talents are highlighted.

***Tip: Bringing the potential intern to the business for a job shadow is a good idea to include as part of the interview. A hands on interview, photos or video clips of the potential intern are also good tools to use.***

## Part Five

Orientation and Training. Depending on the business agreement, think about the following questions: 1) Will the intern go through the orientation that hired employees go through or will there be an individualized orientation for the intern? (This determination might depend on the assets and barriers of the specific intern)

2) Will there be an agreed upon amount of time for training that is or is not included in the length of the internship?



3) Who will do the training? Ideally, the business should conduct as much of the orientation and training as possible with the agency staff on the side providing support as needed.

***Tip: Support does not only apply to the intern but also to co-workers and supervisors. This is a great time to provide education and training to the business staff as well and begin to identify potential “natural” supports on the job.***

## **Part Six**

Evaluation Process. What sets this experience apart from others is the data collection and performance evaluations throughout the internship. The evaluation process is designed to help determine the intern’s strengths and areas of need, and to determine if the job, work tasks, work environment are a good match for the intern (i.e., Is the intern making progress in learning the job duties? Does the intern enjoy the tasks begin performed? Is the work environment/culture suitable for the intern?). Provided in this guide are general evaluations that should be used at the mid-point (usually around 20 hours) and again at the end (usually around 40 hours) of the internship. It is not uncommon for internships to be extended and additional evaluations should be conducted. Depending on the business, it might be more appropriate to adapt the evaluation tool or use the business evaluation process.

***Tip: At the end of the internship, a final Internship Evaluation Report should be completed by agency staff to summarize all the evaluations and guide plans for future job development.***

## **Part Seven**

Handbook. Please include the business’s employee handbook so that all agency staff have access to it.

***Tip: It is helpful to go through the company’s employee handbook with the intern so they understand what the expectations are of employees at this particular business.***

## **Part Eight**

More sections may be needed to cover any miscellaneous information that is specific to the business and/or the intern.

***Tip: An important addition would be to obtain a letter of recommendation from the employer to include in the job seeker’s employment portfolio.***



# Internship Program Business Partner Agreement

[Agency Name] is excited to partner with \_\_\_\_\_ in providing our pre-screened candidates the opportunity to expand their skill sets while serving the needs of your business. As an Internship Program Business Partner, your business is promoting work place diversity and equity by providing a series of community work based training experiences for our job seekers.

In order to ensure that our partnership with you is successful, we will provide the following services:

1. [Agency Name] will conduct an Internship Site Assessment.
2. [Agency Name] staff will provide on the job and ongoing support for both your business and our candidate during the duration of an internship.
3. [Agency Name] will assist your business in developing a series of internship opportunities.
4. [Agency Name] will assist interns in following the interview and orientation guidelines as determined with \_\_\_\_\_.

## As an Internship Program Business Partner you agree to:

1. Provide [Agency Name] a business liaison, who will serve as our primary point of contact in coordinating the internships.
2. Provide opportunities for [Agency Name] staff to complete an Internship Site Assessment.
3. Interview prospective internship candidates.
4. Work with [Agency Name] staff on continued development of internship opportunities.
5. Complete an Internship Evaluation at the midpoint and completion of internship experiences. This feedback will allow [Agency Name] staff to continually assess our partnership in order to foster continued success for your business and future interns.
6. Assist intern with completing and submitting time sheet to [Agency Name] at end of each pay period.



Miscellaneous Internship Program Agreements:

1. Internships will not exceed a total of 45 days or a total of 40 hours, unless agreed upon by all parties.
2. Wages will be paid by [Agency Name], who will also be responsible for liability insurance.
3. This agreement does not require that the intern be hired or imply in any way that the intern will obtain permanent employment through \_\_\_\_\_.
4. An internship may be terminated by any participating parties at any point.
5. The intern works through [Agency Name], and is not an employee of \_\_\_\_\_ [Business Name and/or Agency Name].

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Company Representative Signature and Title

Date

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Company Representative Signature and Title

Date



**Part Two**

**Site Assessment**

Business Name:	Contact Person/Position:
Address:	Business Type:
Telephone Number:	Department:
[Agency Name] POC/Evaluator:	Dates of last internship:

**General Environmental Inventory**

Description of outside of business
Location of bus routes
Parking lots
Accessibility
Neighborhood characteristics





**Social Climate/Work Culture**

<p><b>Company Mission</b></p>
<p><b>Value of Achievement:</b> On a scale of 1 to 10, how achievement-oriented is the work environment? (Ten being daily goals and check-ins; one being attitude and teamwork is more important than numbers)</p>
<p><b>Flexibility:</b> On a scale of 1 to 10, how flexible is the work environment? (Ten being “anything goes”; one being “no exceptions”)</p>
<p><b>Individualism vs. Collectivism:</b> On a scale of 1 to 10, how much does the workplace value teamwork? (Ten being everyone pitching in on every task with no assigned job titles; one being each person sticking to an area of expertise and focusing on their own list of duties)</p>
<p><b>Employee Value:</b> On a scale of 1 to 10, how much do you value employees? (Ten being full benefits, competitive wages, and encouragement and implementation of input; one being minimal or no recognition)</p>
<p><b>Fun:</b> On a scale of 1 to 10, how fun is the work environment? (Ten being laid back and engaging; one being tense and silent) (Provide Example)</p>
<p><b>Implementation of policies:</b> Does the company/department practice what they preach? (Provide Example)</p>



### General Site Information

Stairs:
Elevator/Escalator:
Number of floors in building:
Number of other businesses in building:

### Special Procedures

Uniform/Dress:
Check in and out procedures:
Required classes/certifications:
Scheduling:
Documentation needed:
Employee identification:
Health and safety factors/requirements:



### Environmental Information

<b>Sub-environment #1:</b>
Physical layout/Accessibility:
Noise level and type:
Lighting:
Temperature:
Smells:
Type of flooring:
Number of staff members working in sub-environment
Other:

<b>Sub-environment #2:</b>
Physical layout/Accessibility:
Noise level and type:
Lighting:
Temperature:
Smells:
Type of flooring:
Number of staff members working in sub-environment
Other:

**Staff Description**

Staff size:
Number and role of supervisor (s):

**Job Analysis**

Duties/Activities	Currently Performed by	Productivity Requirements	Quality Requirements
Prerequisite Skills Required:			
Opportunities to expand into other areas/duties or learn other skills:			



**Job Analysis (continued)**

Potential Natural Supports (incidental and/or systematic):
Overall Comments/Suggestions/Ideas:



### Sample Site Assessment

Business Name: <i>Restaurant A</i>	Contact Person/Position: <i>Matt Smith/General Manager</i>
Address: <i>1234 Summer Place, Milwaukee WI 53202</i>	Business Type: <i>Restaurant</i>
Telephone Number: <i>123-456-7890</i>	Department: <i>Kitchen: Serving Assistant</i>
Point of Contact/Evaluator: <i>Staff Person</i>	Dates of last internship: <i>N/A. First site assessment</i>

### General Environmental Inventory

Description of outside of business:

*Restaurant A is located in the Village of Wauwatosa. It is surrounded by restaurants and retail shops. It's situated next to the Oakleaf Trail and Menomonee River. The building itself is three stories and is tan bricks with the Flower Restaurant group symbol above the doorway. The symbol and address are only visible when driving east on State Street. Driving west on Summer Place one will see the Chancery (restaurant) and know that Restaurant A is in the tan brick building that appears to be attached to the Chancery.*

Location of bus routes:

*There are two bus routes located near Restaurant A. One bus stop, the #31 is located right outside the front door on Summer Place. The other bus stop, #31 and #67, is located on the corner of Menomonee Parkway (State Street) and Harmonie Ave. The second bus stop is approximately 2-3 blocks away from Restaurant A.*

Parking lots

*There is a parking lot located north of the restaurant, beyond the train tracks. A portion of the parking lot is unlimited hours whereas the majority is 2 hour parking only. There is also street parking in front of Restaurant A and across the street that is 1-2 hours. There are multiple accessible parking spots in each location.*



**Accessibility**

*There are multiple accessible parking spots near the restaurant that will accommodate those who may need them in nice weather. If there is a large amount of snow, parking might be a problem for those who need physical assistance getting around the community. One also has to cross the train tracks if parking in the north parking lot.*

*Entering the restaurant, there are no steps with one medium sized entry way. There are no power doors, however there is usually a host standing by the doorway who can assist in opening the door. Inside the restaurant there are 3 floors. One enters onto the second floor where the majority of the restaurant seating is located. There are two flights of stairs up to the 3<sup>rd</sup> floor where another section of restaurant seating is located. There is not an elevator. The restrooms are accessible with regard to size but there are no automatic doors.*

*There is a good amount of room between tables on the first floor and does not appear to be a problem for those with physical disabilities.*

*At this time, there is no Braille on the front door, tables or restrooms. However there are many staff who are available for assistance if needed.*

**Neighborhood characteristics**

*The village of Wauwatosa where Restaurant A is located is full of restaurants and small shops. Summer Place is very clean and usually bustling with people. The neighborhood is a mix of old and new buildings.*

Sample Social Climate/Work

<p><b>Company Mission</b></p> <p><i>“Flower Group’s mission is to enrich the lives of our guests and our employees. We do this through a superior quality in food and beverages, legendary customer service, and by treating our employees like family. We believe that our employees are our most important assets and our success depends upon creating and retaining a staff capable of delivering an exceptional experience to every customer, every time.”</i></p>
<p><b>Value of Achievement:</b> On a scale of 1 to 10, how achievement-oriented is the work environment? (Ten being daily goals and check-ins; one being attitude and teamwork is more important than numbers)</p> <p><i>Restaurant A’s employees work as a team. Value of achievement can include many things: customer satisfaction, employees working together, limited loss of product. For these reasons value of achievement will be ranked as a “5”</i></p>
<p><b>Flexibility:</b> On a scale of 1 to 10, how flexible is the work environment? (Ten being “anything goes”; one being “no exceptions”)</p> <p><i>Since Restaurant A is a restaurant, there are procedures and policies, especially regarding handling food, that need to be followed to a “T”. However, the chefs are often coming up with their own recipes on a weekly/monthly basis. With this in mind, flexibility will be ranked as a “2”.</i></p>
<p><b>Individualism vs. Collectivism:</b> On a scale of 1 to 10, how much does the workplace value teamwork? (Ten being everyone pitching in on every task with no assigned job titles; one being each person sticking to an area of expertise and focusing on their own list of duties)</p> <p><i>Employees should follow the direction of the manager on duty. Employees are highly valued and work together to provide exceptional customer service. Restaurant A has an open door policy and encourages all employees to communicate with their managers when an issue arises. Many employees do a variety of tasks and step into “another position” when needed. With this in mind, Individualism vs. Collectivism will be ranked as a “9”.</i></p>
<p><b>Employee Value:</b> On a scale of 1 to 10, how much do you value employees? (Ten being full benefits, competitive wages, and encouragement and implementation of input; one being minimal or no recognition)</p> <p><i>Restaurant A values their employees. Customer service is extremely important to this business and Restaurant A makes every effort to encourage their staff to have fun and enjoy their job. Hourly employees do not receive health benefits, they do receive a free meal each shift. Servers make a servers wage (\$3 an hour plus tips), cooks earn a competitive hourly wage and managers and chefs are salaried. Employee value will be ranked as a “7”.</i></p>





<p><u>Fun</u>: On a scale of 1 to 10, how fun is the work environment? (Ten being laid back and engaging; one being tense and silent)</p> <p><i>Restaurant A's employees have fun and get along, however during peak times the work can be very fast paced and at times are very tense as everyone is trying to work as quickly and efficiently as possible. Fun will be ranked as a "5".</i></p>
<p><u>Implementation of policies</u>: Does the company/department practice what they preach?</p> <p><i>Restaurant A uses their mission and values in the formation and implementation of their policies. Managers meet on a weekly basis and information is disseminated appropriately. The department does practice what they preach.</i></p>

**Sample General Site Information**

<p><u>Stairs</u>:</p> <p><i>There are two flights of stairs at Restaurant A. One flight leads down to the kitchen and the other leads up to a secondary seating area.</i></p>
<p><u>Elevator/Escalator</u>:</p> <p><i>There is no elevator in this building; however there is a dumb waiter (small elevator for dirty dishes) that goes from the top floor down to the kitchen.</i></p>
<p><u>Number of floors in building</u>:</p> <p><i>There are three floors in Restaurant A. The bottom floor houses a small office, food storage area and the kitchen. The second floor (main floor) houses the main restaurant seating and bar area. The 3<sup>rd</sup> floor houses another seating area as well as a small drink bar (soda, water and coffee/tea).</i></p>
<p><u>Number of other businesses in building</u>:</p> <p><i>Restaurant A is located in a building that appears to be connected to the business next door; however it is the only business in the building.</i></p>

## Sample Special Procedures



<p>Uniform/Dress:  <i>Restaurant A requires that all employees wear a shirt with Restaurant A and/or the Flower Restaurant Group logo on it. Sweatshirts are available for purchase. Managers on duty are required to wear more professional attire.</i></p>
<p>Check in and out procedures:  <i>Restaurant A requires all employees arrive between 10-15 minutes early to assure that a shift is started on time. An employee may clock in no more than 5 minutes early unless told otherwise. Restaurant A uses a timekeeping system called Aloha; each employee is given an ID to use. Employees are required to check out at the end of the night as well. The manager on duty will let some employees go early depending on the number of customers in the restaurant.</i></p>
<p>Required classes/certifications:  <i>For Hosts, Servers and Servers Assistants: There are 9 modules that every hired employee needs to complete. There is also 1 position specific module.</i></p>
<p>Scheduling:  <i>Schedules are posted every Thursday by 5pm. Schedule changes must be approved by the manager AND workers are required to find the replacement for their shift. Requests for time off must be submitted 2 weeks prior to the date of the requested time off.</i></p>
<p>Documentation needed:  <i>Restaurant A requires their employees to provide the proper paperwork to ensure their staff are legally allowed to work in the United States.</i></p>
<p>Employee identification:  <i>Restaurant A employees are required to wear a shirt with the Flower Restaurant Group logo. Employees are also given an ID # to enter information into the computer.</i></p>
<p>Health and safety factors/requirements:  <i>Employees need to be competent in food safety as well as cognizant of maintaining cleanliness. They also need to be aware of the many different environments in the restaurant including the outdoor space, kitchen and dining room.</i></p>

**Sample Environmental Information**

<p><b>Sub-environment #1: Kitchen</b></p>	<p>Physical layout/Accessibility:  <i>The kitchen area has two doors that servers use: one door is for entering the kitchen and one door is for exiting. This is to ensure the safety of servers as they are carrying hot, heavy dishes to the floor. The center of the kitchen has many shelves that hold cooking utensils: pots and pans to silverware, etc. The cooking area is closed off, except for a small cut out at eye level where cooks/chefs hand the food out to servers; only chefs/cooks are allowed in the cooking area. In a back corner there are two large industrial sized sinks to rinse plates prior to placing in the industrial dishwasher. Freezers and refrigerators that hold food are located against the wall as is additional shelving for dishes.</i></p> <p>Noise level and type:  <i>The kitchen can be very noisy as there are often many people coming in and out, staff talking, dishwasher running, etc.</i></p> <p>Lighting:  <i>The kitchen is lit exclusively with artificial lighting (except some open flame by the grill.)</i></p> <p>Temperature:  <i>The temperature can get very hot in the kitchen, especially near the stove and grill area.</i></p> <p>Smells:  <i>Variety of food smells depending on what is being cooked.</i></p>
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<p>Type of flooring:  <i>Rubber, non-slip flooring.</i></p>
<p>Number of staff members working in sub-environment  <i>There are a variety of staff members in the kitchen. At the busiest time there are three-four cooks/dishwashers, one manager, two serving assistants and numerous servers coming in and out to get food.</i></p>
<p>Other:  <i>The kitchen area can look very different depending on the time of day.</i></p>

<p><b>Sub-environment #2: Main Dining Area</b></p>
<p>Physical layout/Accessibility:  <i>Large open room with a bar in the center and bathrooms in a back corner. There are multiple tables, varying in size and seating. This area is very accessible to those with physical disabilities with wide walk ways and table heights that would accommodate a wheelchair.</i></p>
<p>Noise level and type:  <i>The noise level is consistently loud; there is usually music playing and a variety of people talking, babies crying, etc. Obviously, during peak time the noise level is very high and off peak it is quieter.</i></p>



<p>Lighting:</p> <p><i>The lighting is a combination of artificial and natural. Two walls are comprised of windows and there is some artificial lighting overhead.</i></p>
<p>Temperature:</p> <p><i>The temperature on the second floor is very comfortable; it can be slightly warmer or colder if one is sitting or working close to the entrance.</i></p>
<p>Smells:</p> <p><i>There can be a variety of food and drink (coffee) smells on this floor, as well as a variety of perfumes depending on the amount of customers.</i></p>
<p>Type of flooring:</p> <p><i>The second floor has wood floors with area rugs in the front entry way.</i></p>
<p>Number of staff members working in sub-environment</p> <p><i>There are a variety of staff members working in the dining area including up to nine servers, two bartenders and one-two managers.</i></p>
<p>Other:</p> <p><i>There is a second seating area on the third floor that mirrors the layout, except for the center bar. The only way up to the third floor is by using the stairs.</i></p>



### Sample Staff Description

<p>Staff size:</p> <p><i>The number of staff on duty is based on how many customers there are in the restaurant. When the restaurant is busier (mostly Friday lunch-Sunday dinner) there are about nine servers, two serving assistants, two bartenders and four-five cooks and dishwashers. There will also be two or more managers on at any time as well.</i></p>	<p>Number and role of supervisor (s):</p> <p><i>There is always one manager on at a time and during peak hours (Friday-Sunday) there are two managers on duty. During the peak hours a manager (s) will be on the restaurant floor as well as in the kitchen area making sure the orders are going to the correct table. The managers are responsible for posting schedules, approving time off, training staff and ensuring that restaurant runs smoothly.</i></p>
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### Sample Job Analysis

Duties/Activities	Currently Performed by	Productivity Requirements	Quality Requirements
Serve food to customers. The serving assistant will follow (if large order) server to correct table with food. Or they might be responsible for reading the ticket (which lets them know where and to whom the food is to go) and bring the food independently.	Serving Assistant and Servers	Ideally, the Serving Assistant will carry 4 plates; however the most important thing is to get the food to the customer without dropping it. If needed the serving assistant can carry less than 4 plates	Not dropping the food/plates to the table without it getting cold
Fill sauce cups	Serving Assistant and Servers	To fill sauce cups with the correct sauce	To fill to the correct line so that there might not be a lot of left over and/or spillage.
Roll Silverware	Serving Assistant, Servers and Managers	To roll when there is no serving or clearing to be done	To roll a fork and knife in a black napkin per Restaurant A's policy
Bussing	Serving Assistants, Servers and Managers	To clean the tables as the customers leave (not leave the table dirty for more than a few minutes)	To use the rubber bucket to place all dishes in and carry to sink area in kitchen. If on the 3 <sup>rd</sup> floor: use dumb waiter to get the bucket down to the kitchen.



**Sample Job Analysis (continued)**

<p>Prerequisite Skills Required:</p> <p>Ability to speak clearly and interact with others, including strangers. Some reading skills needed (4<sup>th</sup> grade ideally).</p>	<p>Opportunities to expand into other areas/duties or learn other skills:</p> <p><i>The Serving Assistants will most likely increase their ability to follow verbal instruction as that is the main way they receive direction in this position. They will also increase their hand-eye coordination as they will be required to manipulate a variety of plates and bowls. The Serving Assistants will also have the ability to hone their customer service skills as they will come into contact with a variety of customers. Restaurant A has a large number of tables and the Serving Assistant will come to remember the seating chart; however, there is one posted on the exit door of the kitchen for them to glance at prior to bringing the food out. Lastly, the Serving Assistants will increase their work stamina as they will be required to carry heavy plates up and down stairs numerous times during a shift. Restaurant A has promoted their Serving Assistants to Servers and even Managers and Cooks/Chefs with further training.</i></p>
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**Sample Job Analysis  
(continued)**

<p>Potential Natural Supports (incidental and/or systematic):</p> <p><i>During the peak hours, the kitchen will have a manager on duty (Expo). This Expo directs the Serving Assistants or the majority of their shift, telling them which plates to bring where, what needs refilling or cleaning and when they can go on break. There are a variety of Servers whom the Serving Assistant's will help when bringing large orders to tables. In this case, the Serving Assistant can follow the server to the table and the Server will direct them.</i></p>	<p>Overall Comments/Suggestions/Ideas:</p> <p><u>Serving Assistants</u>: A great deal of information was gathered on this position and [Agency Name] feels knowledgeable enough in providing a qualified employee (s) for this position. Restaurant A can notify [Agency Name] of their needs.</p> <p><u>Bussing interns</u>: Per discussion with Managers, Servers have opted to do their own bussing of tables so that they can keep their tips. [Agency Name] can provide bussing interns and pay them minimum wage with no expectation of receiving tips from servers. This position would then be used an integrated, community based training opportunity for people with disabilities.</p> <p><u>Dishwashing interns</u>: [Agency Name] can provide dishwashing interns so that the cooking staff does not have go between cooking and washing dishes during their shift. This also might alleviate tasks that the servers and cooks have to do after their shift. This position would then be used an integrated community based training opportunity for people with disabilities.</p>
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### **Part Three**

Intern Criteria and Job Description. This section will include the specific qualities that the business is looking for in their interns and/or employees. The job description could be the standard description of the position used by the business OR it could be a customized job description that [Agency Name] developed with the business for the internship position.

### **Example Part Three**

Desired Intern Characteristics:

1. Strong verbal skills
2. Able to stand for long periods of time
3. Comfortable interacting with multiple people at one time
4. Able to lift 25 pounds
5. Ability to have flexible schedule

### **Internship Job Description:**

Include the business job description OR formulate the internship job description based on what was discussed with the business. It may be required that [Agency Name] will need to add information to the job description in regard to specific days the intern needs to work, background, etc. Be sure to include:

1. The job summary (including any specific days/hours the intern will have to work)
2. Work Environment
3. Essential Duties and Responsibilities
4. Knowledge, Skills and Abilities
5. Physical Requirements



## Part Four

The internship program strives to prepare people for a permanent position, therefore the application and interview process (if possible) should be the same or similar to the businesses' current process.

Here is an example of the process:

### Application and Interview Process

1. The candidate will complete an application and return it to the business with a [Agency Name] staff business card attached. This will alert the business's staff that this application is for an intern position.
2. [Agency Name] staff will follow up via email to give the business a heads up about the application.
3. The business will follow up with [Agency Name] for a detailed discussion of the prospective intern.
4. A phone interview may be conducted.
5. A face to face interview with the intern, [Agency Name] staff and business will be conducted. This would be followed with a discussion of the specific work schedule and completion of any necessary paperwork if the business is willing to move forward with intern.

### Sample Application:

#### Information

Name \_\_\_\_\_ Birth date \_\_\_\_\_

Address \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ Zip Code \_\_\_\_\_

Telephone \_\_\_\_\_ E-Mail \_\_\_\_\_



**Work History**

Employer	Dates Worked	Duties	Reason for Leaving



**Education**

Name of School	Major/Course of Study	Grade completed, degree, certificate

**References (non-family)**

Name	Years Known	Relationship	Contact Information



What are your career goals?

Why are you interested in interning at [name business]

Additional Comments:

For office use only

Date Sent: _____	Date Received _____
Notes:	



## Part Five

Orientation and Training. Depending on the business agreement, think about the following questions: 1) Will the intern go through the orientation that hired employees go through or will there be an individualized orientation for the intern? (This determination might depend on the assets and barriers of the specific intern). 2) Will there be an agreed upon amount of time for training that is or is not included in the length of the internship? 3) Who will do the training? Ideally, the business should conduct as much of the orientation and training as possible with the agency staff on the side providing support as needed

## Example Part 5

### Orientation/Training Example:

1. For this business, the intern will go through the same orientation as any other employee. This orientation takes place every third Thursday from 4-7pm. It is important that a job coach accompany the intern. It is recommended that interns start the Monday following their orientation.
2. The orientation is given by John Doe.
3. Interns will be considered “in training” for the first 6 hours on the job. It is preferable to split this up into two-three hour shifts during non peak times: e.g. 9am-noon during a Monday-Friday.
4. Training will be provided by the manager on duty. It is important for the job coach to be present 100% of the time during the training period.



# Creative Employment Opportunities,

## Internship Performance Evaluation

Intern's Name: \_\_\_\_\_

Worksite: \_\_\_\_\_

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

**20 hr. review**

**40 hr. review**

Performance Rating:

Always

Most of the time

Some of the time

Never

4

3

2

1

N/A

### 1. Dependability

a. Attendance is consistent	4	3	2	1	N/A
b. Arrives to work on time	4	3	2	1	N/A
c. Returns from lunch or break on time	4	3	2	1	N/A
d. Notifies supervisor of illness/absence	4	3	2	1	N/A

### 2. Personal Appearance

a. General appearance is neat and clean	4	3	2	1	N/A
b. Seems to care about appearance	4	3	2	1	N/A
c. Dress is acceptable for type of work	4	3	2	1	N/A

### 3. Relationship with Supervisor

a. Listens to Instructions	4	3	2	1	N/A
b. Follows through on instructions/training	4	3	2	1	N/A
c. Accepts constructive criticism	4	3	2	1	N/A
d. Works adequately with reasonable amount of supervision in comparison to other employees	4	3	2	1	N/A





**4. Quality of Work**

a. Is able to perform all tasks in job description	4	3	2	1	N/A
b. Asks questions when s/he does not understand	4	3	2	1	N/A

**5. Quantity of Work**

a. After adequate training, works at speed comparable to other employees	4	3	2	1	N/A
b. Is able to work at an acceptable pace throughout work shift.	4	3	2	1	N/A

**6. Initiative**

a. Keeps busy between assignments or when not directly supervised	4	3	2	1	N/A
b. Asks for additional work when completed with assigned tasks	4	3	2	1	N/A

**7. Customer Service**

a. Friendly and courteous to customers	4	3	2	1	N/A
b. Friendly and courteous to co-workers	4	3	2	1	N/A

**8. Overall, how would you rate this Intern's performance?**

Excellent	Good	Fair	Needs Improvement
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**9. Based on this rating, what areas of the intern's performance could be improved upon?**

**10. Based on this rating, what are the strengths of this intern?**

**11. Additional Comments:**

Supervisor Signature \_\_\_\_\_ Date \_\_\_\_\_

Intern Signature \_\_\_\_\_ Date \_\_\_\_\_

CEO Staff Signature \_\_\_\_\_ Date \_\_\_\_\_

**Outcome:**

Continue Internship:      YES              NO              N/A (End of Internship)

Letter of Recommendation:    YES              NO

Other:  
\_\_\_\_\_

# Agency Internship Evaluation Cover Sheet



creative employment opportunities

Intern Name:

Address:

Phone: (        )

SS#:

Date of Birth:

Parent/Guardian:

Phone/Email:

Counselor:

Phone/Email:

Host Company: \_\_\_\_\_

Department(s):

Supervisor(s):

Start Date:

End Date:

Internship Days/Hours:

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday

Job Duties (list/describe):

Employment History (past internships, employment, volunteer experiences): \_\_\_\_\_

Interests/Preferences:



Current Financial Status (describe benefits which may be affected by employment; e.g., SSI, SSDI):

Transportation:

Health Status (medication, sensory, communication, personal care needs):



**Internship Overview**

Evaluate & comment on each work competency listed. **creative employment opportunities**  
 Combine with supervisor's evaluation to develop recommendations.

**Recommendations**

Attendance/Punctuality:	4	3	2	1
Hygiene:	4	3	2	1
Response to supervision (from supervisor, co-workers, evaluator):	4	3	2	1
Ability to follow directions (verbal, written, demonstration, from whom):	4	3	2	1
Tolerance for re-instruction/constructive feedback:	4	3	2	1
Endurance/Stamina:	4	3	2	1
Ability to meet productivity requirements:	4	3	2	1
Ability to meet quality requirements:	4	3	2	1
<i>Independent/Interdependent</i> work ability (completing tasks, asking for assistance):	4	3	2	1
Communication (with supervisor, co-workers, customers):	4	3	2	1
Initiative:	4	3	2	1
Motivation to work:	4	3	2	1
Learning Style (Logical/Mathematical; Visual/Spatial; Bodily/Kinesthetic; Musical; Interpersonal; Intrapersonal):				
Adaptations/Special equipment needed:				
Strengths displayed during internship:				
Areas of need displayed during internship:				

(extend work experience, additional work experiences, type of employment, work culture, environment, etc.)

\_\_\_\_\_  
 Intern Signature

\_\_\_\_\_  
 Date

\_\_\_\_\_  
 Evaluator Signature

\_\_\_\_\_  
 Date

**Sample Agency Internship Evaluation**  
Cover Sheet

Revolutionizing workforce diversity



creative employment opportunities

Intern Name: *Bryce Johnson*

Address: *123 Spring Street Summerville, WI 55555*

Phone: *(414) 555-1212*

SS#: *333-11-5555*

Date of Birth: *August 15, 1998*

Parent/Guardian: *Sheila & Chad Johnson*

Phone/Email: *same /scj@google.com*

Counselor: *George Smith*

Phone/Email: *414-555-4321  
geo@google.com*

Host Company: *Walgreens*

Department(s): *General stocking & photo*

Supervisor(s): *Mark Chovaz (Patti London - co-worker)*

Start Date: *03/01/12*

End Date: *04/15/12*

Internship Days/Hours:

Job Duties (list/describe): *Face items on shelves; stock new items that arrive (putting new*

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	<i>1-4pm</i>	<i>1-4pm</i>	<i>1-4 pm</i>	<i>1-4 pm</i>	<i>1-4 pm</i>	<i>1-4 pm</i>

*items forward), assisting in photo lab (processing photos), customer service*

Employment History (past internships, employment, volunteer experiences):

*Penzey Spices - warehouse - 11/1/11 to 12/15/11*

*Joy Cleaners - sorting laundry & recycling hangers - 1/15/12 - 2/15/12*

*Volunteers at the local food pantry every Saturday (has done this for 3 years)*

Interests/Preferences:

*Enjoys being around people, but working on his own*

*Prefers activities that require movement (e.g., both standing and sitting)*

*Hobbies include riding his bike, Special Olympics (bowling & track), and listening to music (country)*



Current Financial Status (describe benefits which may be affected by employment; e.g., SSI, SSDI):

*Bryce currently receives SSI - a Benefits Analysis will be completed to identify the impact his earnings will have on his benefits and possible work incentives that can be used to support him on a job longer term.*

Transportation:

*Bryce currently rides his bike to most activities. He did take the bus to Penzey Spices but is not able to transfer (so a direct bus route would be okay).*

Health Status (medication, sensory, communication, personal care needs):

*Bryce wears glasses, but doesn't like to wear them and needs to be reminded. He also needs to be reminded to clean his glasses from time to time. Bryce communicates verbally in 2-3 word phrases/sentences. When he is under stress, it can be difficult to understand Bryce. If asked to "say it differently", Bryce will rephrase his question or comment. Bryce takes Ritalin to help him focus.*



### Sample Internship Overview

creative employment opportunities

Evaluate & comment on each work competency listed.  
Combine with supervisor's evaluation to develop recommendations.

**Ratings:**      4=Excellent      3=Good 2=Fair      1=Needs Improvement

Attendance/Punctuality: <i>Bryce was always 10 minutes early to work and had no absences during the internship.</i>	④	3	2	1
Hygiene: <i>Other than reminding Bryce to clean his glasses before his shift, his hygiene was appropriate for the work environment</i>	④	3	2	1
Response to supervision (from supervisor, co-workers, evaluator): <i>Bryce listened well to his co-workers when they gave him new tasks to complete. He had difficulty asking for new tasks when he finished and did not take the initiative to "find" tasks to do.</i>	4	③	2	1
Ability to follow directions (verbal, written, demonstration, from whom): <i>Bryce followed directions best when the task was demonstrated by his supervisor or co-worker and paired with verbal instructions.</i>	4	③	2	1
Tolerance for re-instruction/constructive feedback: <i>Bryce tolerated feedback well if it was brief - too much talking distracted him. If he needed re-instruction on completing a task, it was best to show him and use limited words.</i>	4	③	2	1
Endurance/Stamina: <i>Bryce has great endurance and stamina - he worked his 3 hour shift every day and did not seem tired or worn out after work.</i>	④	3	2	1
Ability to meet productivity requirements: <i>Bryce often would exceed the productivity requirements - often finishing his stocking an hour before his shift ended. This is where initiative in finding new tasks to do or asking his supervisor/co-workers for more duties would have helped his performance.</i>	④	3	2	1
Ability to meet quality requirements: <i>Bryce did what he was told and did the job well. However he did not find tasks to do on his own with regard to keeping the store clean or facing the items on the shelves.</i>	4	3	②	1
Independent/Interdependent work ability (completing tasks, asking for assistance): <i>Bryce was very independent - sometimes too independent. He did not ask for assistance when he needed it (e.g., finding an item on the shelf for stocking - he would keep walking around the store - and often walk past the item several times).</i>	4	3	②	1
Communication (with supervisor, co-workers, customers): <i>Bryce communicated with his co-workers and supervisors only when they spoke to him. Bryce did not initiate conversation or ask questions when he did not understand an assignment. He was friendly to customers, but would not initiate (e.g. asking if they needed help or saying hello) and would wait for customers to approach him.</i>	4	3	②	1





Initiative: <i>This is an area for Bryce to improve on. Once completed with a task, he would wander around the store and did not take the initiative to find other tasks to do (e.g., he could always face items on the shelves but would wait to be told to do so).</i>	4	3	2	①
Motivation to work: <i>Bryce is very motivated to work - he stated that he enjoyed this internship because he liked being around people. He also enjoyed getting his paycheck every 2 weeks!</i>	④	3	2	1
Learning Style (Logical/Mathematical; Visual/Spatial; Bodily/Kinesthetic; Musical; Interpersonal; Intrapersonal): <i>Bodily-Kinesthetic and Intrapersonal - Bryce likes to process information provided to him for 2-3 minutes before trying it out on his own.</i>				
Adaptations/Special equipment needed: <i>An iPod touch might be helpful to remind Bryce of other tasks he could be working on when he finishes an assignment from his supervisor. He could be taught that once he finishes a job, he should look at his iPod touch for other duties to work on.</i>				
Strengths displayed during internship: <i>Once Bryce learns the job, he is very efficient. He followed directions well and has great stamina on the job. Bryce was very productive on the job meeting or exceeding the productivity expectations.</i>				
Areas of need displayed during internship: <i>Taking initiative and asking for assistance are the biggest areas to work on. Another area to work on would be initiating communication with supervisor, co-workers and customers.</i>				

**Recommendations**

(extend work experience, additional work experiences, type of employment, work culture, environment, etc.)  
*Of the 3 work experiences Bryce completed, he liked Walgreens the best. He enjoyed the work environment (his co-workers and the customers) and tasks (sitting to price items, standing and walking, working with customers). An employment portfolio that includes the employer evaluations and letters of recommendation along with photos of Bryce doing the various jobs will be put together. Bryce can then go out with his Employment Consultant to talk with businesses about his work and what he would like to do. Working in an environment with a variety of tasks and interactions would be the best for Bryce.*

<i>Bryce Johnson</i>	4/20/12
Intern Signature	Date
<i>Belinda Simmons</i>	4/20/12
Evaluator Signature	Date





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Developed by:  
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