

▶▶ JSGS Executive Internship Handbook

September 2011

TABLE OF CONTENTS

PART I: Introduction

Program Overview	4
JSGS Executive Internship Program Goals and Objectives	5
Networking and Professional Development	5
Building and Sustaining Strong Collaborative Partnerships	5
Eligibility Criteria	6
Key Dates	6
Application Process	7
Selection of Interns	7
Placement of Interns	8
JSGS 850: Executive Internship Course Registration	8
Internship Scholarship Invoicing	8
Internship Remuneration	8

Part II: International Students

Internship/Coop Work Permit	9
-----------------------------------	---

Part III: JSGS Responsibilities

JSGS Internship Advisor	9
-------------------------------	---

Part IV: Internship Planning & Assessment

Creating a Learning Plan	10
Intern Progress Reporting	10

Mentor Evaluation of Intern	10
Internship Exit Interviews	11

Part V: JSGS Interns

JSGS Intern Knowledge/Skills	11
JSGS Intern Scheduled Days Off	12
JSGS Intern Responsibilities	13
Advice from former JSGS Interns	13
Intern Checklist	14

Part V1: Mentors/Coaches

Role of the Internship Mentor/Coach	15
Recommendations for Mentors/Coaches	15

Appendix A: Ministry/ Department Sample Letter of Introduction

Corporate Overview of Enterprise Saskatchewan for Internship Program	16
---	----

Appendix B: Forms

Essay Submission Marking Rubric	18
Sample Intern Request Form	19
Sample Internship Learning Plan	22
Sample Intern Progress Report	24
Sample Mentor Evaluation Form	26

JSGS EXECUTIVE INTERNSHIP HANDBOOK

PART I: INTRODUCTION

The Johnson-Shoyama Executive Internship Program was launched in 2005, with a partnership between JSGS and the Saskatchewan Public Service Commission (PSC). The program has grown to include partnerships with the Saskatchewan PSC, the Saskatchewan Federal Council, the City of Regina, City of Saskatoon and the Saskatchewan School Boards Association (SSBA). These partnerships provide students in the Master of Public Administration (MPA) and Master of Public Policy (MPP) programs the option of enhancing their post-graduate work with a public service internship component. Since its inception, 43 JSGS students have completed internships, including 33 provincial, 6 federal and 2 municipal interns. The depth and quality of the Johnson-Shoyama Executive Internship Program distinguishes it from any other internship program in the country. It is the only program in Canada that pairs student interns with mentors/coaches who are at the most senior executive level of government and focuses on the development of a high quality mentorship experience.

Program Overview

Students pursuing a JSGS Executive Internship must apply to the School, undergo a comprehensive assessment process, and be rated on selection criteria, which includes the submission of a professional cover letter and resume, two references from JSGS faculty and a short essay, which is graded by JSGS faculty. The results of the assessment process, followed by an interview determine which students qualify to be offered internships. JSGS students are eligible to apply for internships upon completion of 50% of their program, including the core courses for their respective programs (MPA/MPP program).

The JSGS Executive Internship Program features:

- 4 or 8 month placements. (Four month federal placements generally run from May to August and eight month provincial, municipal and SSBA placements from September to April.)
- Internship placements with a senior member of a government ministry, department or agency.
- Federal, provincial, municipal, and other placement opportunities.

Host ministries/departments will enter into an agreement with the University of Regina and/or the University of Saskatchewan to host an intern.

After completing the internship program, there is no guarantee of future employment, however, interns will be encouraged and better positioned to compete for future employment. In some cases, JSGS interns have continued on with their placement departments.

JSGS Executive Internship Program Goals and Objectives

JSGS Executive Internships are intended to expose the intern to and give them hands-on experience with a broad range of activities and issues related to public administration and public policy. It is anticipated that the intern's work plan will include:

- opportunities to learn first-hand the nature of government, including the internal workings of government, the reporting and governance structure, legislation and interface with the political structure (provincial, federal and municipal);
- exposure to or direct involvement in budget development; strategic planning and reporting; policy and program development and the migration of this development to the implementation, monitoring and evaluation stages;
- the opportunity to develop an appreciation of effective working relationships between and within various levels of government;
- opportunities to learn about government processes and government management; and
- first-hand experience in the day to day activities of public servants, such as preparing briefing notes, preparing decision items and conducting research.

Networking and Professional Development: JSGS Executive Internships are intended to provide the intern/student with a variety of networking and professional development opportunities. Interns have the opportunity to network through a variety of avenues, such as involvement in meetings, professional development activities and planned events such as breakfast meetings and networking sessions which include senior members of government (e.g. Deputy Ministers, Assistant Deputy Ministers).

Examples of professional development sessions past interns participated in include:

- Orientation to government and government management sessions
- Management and leadership forums
- Coaching and performance management forums
- Lean training
- Crucial Conversations Workshop
- Conventions, conferences and seminars (e.g. Living and Leading with Passion, Career Fairs)
- Strategic Planning course
- Attending a French retention workshop and involvement in French cultural activities

Building and Sustaining Strong Collaborative Partnerships. Strong partnerships are foundational to a successful internship program, as these relationships help to ensure commitment to the program and enhance stakeholder outcomes. Additionally, strong partnerships help to support and enrich the environment in which the intern will work. Internship partnerships in the context of the JSGS Executive Internship program include:

- JSGS administrators and faculty and the public service organizations employer representatives (federal, provincial, municipal and local government partnerships)
- Employer representatives and the mentors/coaches supervising the students
- Students/Interns and their respective mentor/coach
- Mentors/coaches and the JSGS Student Experience Officer
- the student and the Student Experience Officer and the School (including Faculty)

- JSGS Faculty and the Student Experience Officer

JSGS internship partnerships are developed and enhanced through open communication and by involving stakeholders in establishing guidelines and setting the direction for the JSGS Executive Internship Program. Regular communication with employer representatives helps to ensure that any issues related to the internship are addressed as they arise (e.g. timing of internship interviews, security clearance issues). Mentor and intern exit interviews provide an opportunity for these stakeholders to formally assess the program and offer suggestions for ongoing improvement. Additionally, stakeholder involvement includes representation and involvement in the Internship Advisory Committee, participation in the recruitment of interns (invitation to Open Houses, Information Sessions) and direct involvement in the selection of interns (e.g. participating in interviews).

The JSGS Executive Internship can also serve as a recruitment tool for employers directly involved in the internship program. Students are encouraged throughout their internships to consider a career in the public service. Post-internship employment is supported by the employer; whenever suitable positions are available, JSGS Interns are encouraged to apply. Throughout the course of their internship, interns have the opportunity to demonstrate the various contributions they can make within their respective placements in general and the public service in particular. As a result of the opportunity afforded to interns to showcase their talents, many JSGS interns have been offered post-internship employment with the federal and provincial public service.

Eligibility Criteria

In order to qualify for a JSGS internship placement, applicants must be a current (not graduated) JSGS MPA/MPP student with at least 50% of their degree completed prior to the start of the placement, *including* all core program courses.

Key Dates

Activity	Date
<i>Student application period</i>	<i>January 1 to February 15</i>
<i>Ministries/Departments submit internship placement opportunities</i>	<i>March 18</i>
<i>Assessment of interns (review of applications, interviews)</i>	<i>February 15 to March 31</i>
<i>Internship placements confirmed and host ministries/departments notified</i>	<i>April 15</i>
<i>Placement offers to interns</i>	<i>April 30</i>
<i>Agreements between ministries/departments, university and students are signed</i>	<i>June 30</i>
<i>Internship placements begins</i> <i>Federal placements</i> <i>Provincial, municipal, SSBA</i>	<i>May</i> <i>September</i>

Application Process

Applications are accepted from **January 1 to February 15, annually**. Students interested in pursuing an internship placement will apply to the program and undergo a comprehensive assessment process. Short-listed applicants will be invited to an interview. Interviews may include a written assignment or oral presentation.

Application to the internship program consists of:

- Submission of a professional cover letter, resume and two academic references (from JSGS faculty). In the cover letter, applicants can indicate their internship preference(s) (federal, provincial, municipal, SSBA) and briefly explain why they are interested in an internship with the public service.
- An examination of the student's academic standing.
- As part of the assessment process, applicants are required to write a two-page essay (approximately 900 words or less) on a question, to be submitted along with their cover letter, resume and references.

2011 Written Exercise Question: *"Public sector renewal means more than simply replacing retiring public servants with new recruits. What are the key dimensions of "renewal" and what, in your view, is the most important dimension of all?"*

The written exercise is intended to assess students' written communication skills. Submissions are assessed, in part, on how well students demonstrate a general understanding of the chosen topic, the overall organization of the paper (is it presented in a logical and coherent fashion), grammar and analytical skills. (See Appendix A for the marking rubric used to grade the 2011 essay submissions.)

Applications are to be sent electronically, via email attachment to the Student Experience Officer at js_internship@uregina.ca. Applicants receive an email confirming that their application package has been received. If applicants do not receive confirmation within a day or two, they should contact the Johnson-Shoyama Graduate School. Only complete application packages will be accepted.

Selection of Interns

MPA/MPP students interested in internships will submit applications to the School, who will perform the initial screening of academic standing. Applications are accepted from January 1 to February 15 annually for all JSGS internships.

Following the comprehensive assessment process, students who meet the required academic standards and identified selection criteria will be invited to participate in an interview to further assess their competencies. The assessment panel will consist of JSGS and employer representatives. Interviews are generally scheduled in early March and will last approximately one hour. Students are given the interview questions in advance of their scheduled interview to prepare.

Placement of Interns

The interview selection panel will collectively rank students based on their interview, resume, references and essay. The panel will recommend a placement for the student. Students may be invited to a second interview with the prospective coach or coaches. The coaches will assess the suitability of the student(s) and provide an initial verbal offer to the selected candidate.

Candidates for provincial internships may be required to participate in a matching process which involves a written letter of introduction to their potential ministry. The ministry will also provide a letter of introduction to the prospective intern(s) (see sample letter found in Appendix A, page 16). Once a match has been confirmed the candidate will receive a verbal offer.

Placements are finalized once all necessary documentation has been completed (e.g. security clearance, criminal record checks, etc) and a written contract between the student and ministry or department has been signed.

Federal internship candidates are hired by the department for which they are selected and remuneration is based on rates of pay determined by the department. Prospective federal student interns are required to undergo a security clearance and in some instances, a secret security clearance.

JSGS 850: Executive Internship Course Registration

Interns are required to register in JSGS 850: JSGS Executive Internship course the semester they begin their internship (e.g., Spring term for federal internships beginning in May and the Fall term for provincial, municipal and SSBA internships that begin in September.) Participation in the internship program entails a University-applied fee based upon registration in JSGS 850: Executive Internship Course. Check with the JSGS Student Experience Officer for current internship tuition rates.

Tuition due dates for each semester are available at:

U of S Campus students: <http://students.usask.ca/current/paying/pay.php>

U of R Campus Students: http://www.uregina.ca/compserv/postcard/academic_schedule.shtml

An *Intern Checklist* with additional key dates and deadlines can be found on page 14.

Internship Scholarship Invoicing

Provincial ministries and municipal and local government departments participating in the internship program will be invoiced for the full amount of the student scholarship. Invoices are sent out by mid-August, with scholarship payments due on September 1.

Internship Remuneration

Remuneration for federal internship placements is based on an hourly wage determined by the host federal department. Provincial, municipal and Saskatchewan School Board Association interns receive a scholarship of \$20,000.00 paid by the School in eight equal monthly installments.

PART II: INTERNATIONAL STUDENTS

JSGS international students are encouraged to apply to the internship program, keeping in mind that some employer representatives are required by legislation to hire Canadians prior to considering applications from international applicants.

Internship/Coop Work Permit

Once selected for an internship placement and a letter of offer is received from the School, international students need to apply for a Co-op/Internship work permit. If the student's Study Permit is due to expire prior to the start of the internship, the student can apply for the Internship/Coop Work Permit and the Study Permit at the same time.

For assistance with applying for either the Co-op/Internship Permit or the Study Permit, Regina and Saskatoon Campus JSGS students are encouraged to contact:

Life Skills Advisor, Student Services & Study Abroad
UR International, College West 109
University of Regina
Regina, SK S4S 0A2, Canada
PH: +1(306) 337-3335
FAX: +1(306) 585-4957
Email: haroon.chaudhry@uregina.ca

PART III: JSGS INTERNSHIP RESPONSIBILITIES

The JSGS Student Experience Officer is responsible for coordinating and supporting the placement of all JSGS MPA and MPP student internships, including:

- negotiating Memorandums of Understanding with prospective government ministries, departments and student interns;
- promoting the internship program by means of the School's website, hosting information sessions and open houses, and promotion at other School events (e.g. orientation);
- selecting eligible students and coordination of internship interviews with employer representatives;
- providing ongoing support to interns throughout their internship;
- conducting exit interviews with students and mentors and providing exit interview feedback to employer representatives;
- continued and ongoing evaluation of the internship program.

JSGS Internship Advisor

The JSGS Student Experience Officer is the primary advisor to the interns in the program. The advisor is the initial point of contact for questions and for support during the internship placement. The host department will also provide an advisory contact. Any inquiries about the program are welcome.

Student Experience Officer
Johnson-Shoyama Graduate School of Public Policy
University of Regina
Gallery Building, College Avenue and Cornwall Street
Regina, SK S4S 0A2
Tel: 306.585.5863
Email: js_internships@uregina.ca

PART IV: INTERNSHIP PLANNING AND ASSESSMENT

In order to make the most of the internship experience, once a placement site has been confirmed, interns are encouraged to visit the ministry or department website. Researching the organization will help the intern develop a sense of what they want to learn and experience during the course of the internship.

Prior to beginning the internship and meeting with your coach/mentor, it may also be helpful for the intern to begin working on a learning plan.

1. *Creating a Learning Plan*

The learning plan is essential as it charts the course of the internship (See Appendix: Forms for a sample learning plan). Interns may want to ask their mentor/coach to develop a learning plan with them, if this is not mentioned. The learning plan achieves a number of objectives:

- ✓ It specifies the responsibilities of the student and the supervisor /mentor.
- ✓ It assists in the purposeful formulation of learning objectives.
- ✓ Ensures that interns have opportunities to learn and demonstrates competencies learned during the placement, as well as future endeavors.
- ✓ Creates a way for students and their coaches/mentors to measure progress at the end of the internship. The learning plan will allow students and their supervisors to clearly assess whether goals and objectives were achieved, as well as identify areas that students need to improve.

2. *Intern Progress Reporting*

While the learning plan serves as a way of mapping the learning objectives of the internship, a mid-internship assessment serves as a means of gauging the intern's progress. A sample Intern Progress Report template is available in Appendix B. Reviewing the intern's goals and objectives in relation to the projects and tasks assigned and learning opportunities provided will help set the course of the remainder of the internship.

3. *Mentor Evaluation of Intern*

In addition to creating a learning plan and completing a progress report, it is recommended that a formal evaluation of the intern be administered upon completion of the internship. The Mentor Evaluation of Intern form provided in Appendix B serves as a means of identifying competencies achieved as a result of the internship, along with areas requiring further development. This tool can also serve as a starting point for dialogue and self-assessment. Upon completion of the evaluation, copies of

the form are to be provided to the student and JSGS Outreach & Training. The School will use the evaluation form as confirmation that the intern has met the internship requirements.

4. Internship Exit Interviews

Exit interviews with interns and mentors are conducted upon completion of the internship. Interns and mentors are sent an exit interview questionnaire to provide written feedback. As well, interns and mentors are invited to a face-to-face or telephone interview following submission of the written feedback. All exit interview feedback is summarized and a summary report is provided to employer representatives. This feedback is used by the School to improve upon the internship program.

PART V: JSGS INTERNS

JSGS Intern Knowledge/Skills

JSGS students have diverse academic backgrounds and employment experience. Along with these differences, however, they share a common graduate academic background. In order to be eligible for an internship, Master of Public Administration (MPA) and Master of Public Policy (MPP) students are required to complete five core courses.

MPA Core Courses:

JSGS 801: Governance and Administration

JSGS 805: Economics for Public Policy Analysis

JSGS 802: Public Finance

JSGS 806: Public Policy Analysis

JSGS 804: Research and Writing

These core courses provide MPA students with knowledge of:

- government structure and processes;
- policy formulation and implementation;
- stages of decision making, typically through preparing environmental scans and policy briefs;
- how to analyse the processes in which public policy arise, compare theories and models of policy making and decision making by means of writing policy analysis papers;
- fiscal policy in a federal system, rationales for government intervention and impacts of government expenditures and taxation on the economy, when and how governments should intervene; and
- key instruments governments use and how people and firms behave and respond to these instruments.

MPP Core Courses:

One of JSGS 805: Economics for Public Policy Analysis, JSGS 862: Political Economy or JSGS 865: Decision Making in Organizations

One of JSGS 803: Quantitative Methods or JSGS 851: Qualitative Methods

One of JSGS 806: Public Policy Analysis or JSGS 867: Advanced Policy Analysis

One of JSGS 817: Health Policy, JSGS 849: Social Economy and Public Policy, JSGS 854: Higher Education Policy, JSGS 859: Innovation Policy or JSGS 864: Social Policy: Interdisciplinary Perspectives

One elective course selected from the courses offered by the school.

The MPP program is a research based degree. The core courses provide MPP students with knowledge of:

- public policy analysis, either by looking at government intervention including key instruments and responsive behaviours or by analysing individual decisions into collective action.
- qualitative or quantitative research methods. Students may be asked to write reviews or research proposals, compare theories and models of policy and decision making or conduct interviews and focus groups.
- MPP students may choose to study the Canadian health care system, or how non-profits, community-based organizations and co-operatives interplay with public policies or they might choose to study evaluation of higher education policy and the principle objectives of governments in this sector.
- theory, methodology and application of innovation or social policy development in Canada and in other advanced industrial countries. MPP students may be required to prepare briefing notes and policy reports.

JSGS Intern Scheduled Days Off

Work Hours: Interns are required to work full-time hours (generally from Monday to Friday with work hours of 8:00 a.m. to 5:00 p.m. unless alternate work arrangements are made and mutually agreed upon).

Johnson-Shoyama Graduate School interns are registered as students throughout the duration of their internship. Given their status as students, the School recommends the following guidelines be used to negotiate time off.

Vacation/Scheduled days off: The intern's hours of work are fairly flexible and differ for each placement. Therefore, it is anticipated that the mentor will start from the following scheduled breaks. The student and the mentor can then negotiate an agreed upon alternative schedule suitable to both parties. The 2011-2012 University scheduled breaks are as follows:

September 5, 2011 (Labour Day)
October 10, 2011 (Thanksgiving Day)
November 11, 2011 (Remembrance Day)
December 25 to January 2, 2012 inclusive (Christmas/New Year's Break)
February 20, 2012 (Family Day/University Closed)
February 21 to 24, 2012 (Mid-term break - no classes)
April 6, 2012 (Good Friday)

Sick days: Given that interns are students rather than employees, the sick day provisions that apply to employees would not apply to interns. In the event that an intern is ill, it would be expected that they notify their mentor and return to work as soon as possible.

Note: Federally placed JSGS interns are hired by their respective departments and therefore are required to follow the employee schedule for days off.

JSGS Intern Responsibilities

- Honour the contractual agreement made at the time of your placement.
- Respect the workplace policies and procedures that govern your placement site.
- Act professionally in all instances, recognizing that you represent the JSGS Executive Internship program and the Johnson-Shoyama Graduate School.
- It is expected that the student will balance work requirements with attendance at JSGS events (e.g. public lectures, workshops). It is recommended that interns consult with their coaches with respect to this.

Advice from former JSGS Interns

- ✓ Be professional.
- ✓ Know your weaknesses and your strengths.
- ✓ Ensure you devote the time to make the experience successful.
- ✓ Be open to what people have to tell you (listen to experience).
- ✓ Don't be afraid to speak up, ask questions and seek clarification on tasks to be performed.
Maintain regular and open communication with your mentor.
- ✓ Be confident in the skills you have learned and don't be afraid to take initiative to get the most out of your internship.
- ✓ Seek out opportunities to learn and grow. Often mentors are busy and forget about upcoming events and conferences that might be good for the intern's professional development. Ask to attend these events and take every opportunity to network with other employees.
- ✓ Network and build good contacts with the different people you come across throughout your internship, including fellow interns. The chance to build a small and a close network with fellow interns is one of the programs greatest strengths.
- ✓ Get to know others in the office, find out what they do and seek their advice as well.
- ✓ Be open-minded about your experience, because even if it is not what you were expecting, there is always the opportunity to learn and grow from the experience.

INTERN CHECKLIST

Timeline	Activity
May/ August	Federal interns are hired by their placement department and generally begin their placements in May. Federal interns and mentors are invited to attend monthly conference calls to check-in with the federal employer representative, the JSGS Student Experience Officer and other interns.
August/ September	Federal interns exit interviews to be conducted with interns and mentors. Student Experience Officer will send questionnaire and arrange for a follow up face to face or phone interview.
July/August	Sign Contract: Once matched, the intern's employer will arrange for the intern to sign the internship contract.
September	Internship begins September 7, 2011 Intern Orientation Session: attend JSGS Intern Orientation hosted by JSGS. Watch for emails for date and time.
	Meet with mentor to discuss work plan and negotiate time off based on guidelines outlined on page 12.
	JSGS 850 tuition is due.
	Health Benefits: U of R interns wanting to maintain their student health benefits will need to 'opt-in' to get Student Care Health Benefits http://www.ihaveaplan.ca/
	Fitness and Lifestyle Centre: U of R interns registered for the JSGS 850 Internship course are not charged the Fitness and Lifestyle fee. Therefore, those interns wishing to access the Fitness and Lifestyle Centre can arrange to pay the student fee by visiting the Campus Recreation Services Office, KHS 170 http://www.uregina.ca/recservices/
October	* Attend intern luncheon
November	* Attend intern luncheon
December	* Attend intern luncheon Complete Intern Progress Report and meet with mentor to review.
January	* Attend intern luncheon
February	* Attend intern luncheon
March	* Attend intern luncheon
April	* Attend intern luncheon End of Internship - Complete Exit Interview with JSGS Student Experience Officer

** Intern lunches will be scheduled for the 3rd Wednesday of every month beginning in October. Watch for emails giving further details.*

Part VI: Mentors/Coaches

Role of the Internship Mentor/Coach

The mentor/coach must be supportive of the JSGS Executive Internship Program and ideally, be able and willing to dedicate sufficient time to performing mentoring/coaching responsibilities, including:

- determining where suitable intern learning opportunities exist in the ministry/department;
- attending an internship orientation session;
- monitoring the placement to ensure the experience is rewarding and valuable;
- ensuring the intern receives an orientation to government and to the ministry/department;
- sharing knowledge, experience, and understanding of procedures at both the governmental and ministerial/departmental levels;
- sharing information about the organization's culture, traditions and values, and how to use this information to accomplish goals;
- ensuring management processes are in place to support the intern such as the development of objectives, learning plans and feedback;
- providing professional support, guidance, and encouragement to help interns achieve their learning goals; and
- assisting the intern in accessing and developing a network of contacts.

The mentor/coach will also work with the Intern Advisor from the School to provide feedback on the intern and the program.

Recommendations for Mentors/Coaches

- ✓ Meet with the intern at the start of the internship to outline expectations and determine areas of interest.
- ✓ Develop a work plan for the intern that includes one substantive, meaningful project that is aligned with the intern's interests, as well other, short term tasks. Whenever possible, give the intern a choice on the projects they will be working on, which best utilize their skills and are aligned with their interests. Create a work plan that provides the intern with a "well-rounded" internship experience.
- ✓ Expose the intern to as many areas of the organization as possible.
- ✓ At the start of the internship, ensure the intern is oriented to the workplace and introduced to other colleagues and staff. Ensure that colleagues and staff understand the role of the intern, as well as the knowledge and expertise interns bring to the workplace.
- ✓ At the beginning of projects introduce the intern to the people they will be working with or advise the intern to introduce themselves.
- ✓ Meet with the intern regularly (daily or weekly) at the start of the internship at the very least.
- ✓ If you are too busy to meet with the intern regularly, consider co-mentoring the intern with someone else (e.g. Executive Director, Manager) to ensure the intern is able to connect regularly with a mentor and make the most of the internship.
- ✓ Whenever possible employ an "open-door" approach to mentoring.

APPENDIX A: Ministry/Department - Sample Letter of Introduction

Corporate Overview of Enterprise Saskatchewan for Internship Program

Enterprise Saskatchewan (ES) is the provincial agency that helps businesses create jobs and attract investment to Saskatchewan. ES links businesses to opportunities and creates a competitive environment for everyone. As the economic development agency of the government, ES works directly with business and entrepreneurs to reduce barriers to growth.

There are five divisions within ES, which specialize in activities from marketing the province internationally, to developing sectors, to providing support to Enterprise Regions. You will be working with the Vice-President of Competitiveness and Strategy. This division provides policy advice to government on cross-cutting issues affecting economic development based on recommendations from stakeholder-led strategic issues councils. The division also identifies economic growth and social development measures, tracks ongoing performance and reports publicly on progress. The division leads the regulatory modernization agenda and related online services to business such as the BizPaL and Saskbiz websites.

In addition to working on issues that arise, the duties of the intern will be:

- Attend and fully contribute as team member to all Competitiveness and Strategy management planning meetings.
- Assist in preparing SWOT analysis as background for ES Strategic Plan, under direction of Economic Analysis and Strategy Director.
- Complete Regulatory Modernization Annual Report in collaboration with other Ministries and Agencies and Business Services Improvement Branch.
- Attend inter-ministry meetings on Provincial Housing Strategy, Provincial Water Strategy, Business Portal, Provincial Labour Market Strategy with Vice-President and/or Director of Policy, and complete follow-up assignments.
- Assist in preparation for and attend ES Stakeholder meetings: Youth Economic Engagement Council; Regulatory Modernization Council; Entrepreneurship Council; Labour Market Task Force.
- Assist in preparing analysis for ES Board of Directors under direction of Director of Policy and attend Board meeting.
- Complete research and prepare briefing notes for senior management on economic related issues.

The role of the intern is not just to observe how work is done but to actively participate in the work and to become a member of the team. While there will be time set aside for the intern to discuss the theory behind why organizations function as they do, but the “Learn by Doing” philosophy is one that is in the best interests of the intern. The intern will apply their knowledge and theories and by making a contribution to projects and in that way will learn and build relationships with staff.

Staff find the insights and perspectives of new graduates invigorating and the presence of interns has led to many productive debates. As an intern you will be challenged and in turn will challenge the thinking of the organization.

APPENDIX B: FORMS

ESSAY SUBMISSION MARKING RUBRIC

SAMPLE INTERN REQUEST FORM

SAMPLE INTERN LEARNING PLAN

SAMPLE INTERN PROGRESS REPORT

SAMPLE MENTOR EVALUATION FORM

1. ESSAY SUBMISSION MARKING RUBRIC

	10	9	8	7	6	0
1. Rhetorical completeness: introduction, body, conclusion						
2. Clear thesis/main idea, well placed						
3. Focus on the topic – little or no irrelevant material; the essay <i>does the verbs</i> asked of it						
4. Is well organized with appropriate transitions						
5. Answer addresses each part of the question						
6. Uses appropriate support material, - textual quotes, examples, etc.						
7. Supports the main points with excellent reasoning and ideas						
8. Correctness of content						
9. Neatness, appearance, margins, tabs, etc. References						
10. Correctly uses a variety of sentence structures with clear, distinct and varied vocabulary.						
Totals						

2. SAMPLE INTERN REQUEST FORM

Johnson-Shoyama Executive Internship Program Internship Placement Opportunity Description (Deadline date: March 18)

Name of
Ministry/Department:

A successful internship placement has two elements:

1. Committed Mentors/Coaches

Committed mentors/coaches are supportive of the Internship Program and are able and willing to dedicate sufficient time to performing coaching responsibilities. This includes:

- *attending a pre-placement orientation session*
- *monitoring the placement to ensure the experience is rewarding and valuable*
- *ensuring the interns receives an orientation to government and to the ministry/department*
- *sharing knowledge, experience, and understanding of procedures at both governmental, ministerial or departmental level*
- *sharing information about the organization's culture, traditions, and values, and how to use this information to accomplish goals*
- *ensuring management processes are in place to support the intern such as the development of objectives, learning plans and feedback*
- *providing professional support, guidance, and encouragement to help interns achieve their learning goals*
- *assist the intern in accessing and developing a network of contacts*
- *provide on-going feedback to the intern advisor at Johnson-Shoyama Graduate School*

Designated Mentor/Coach:

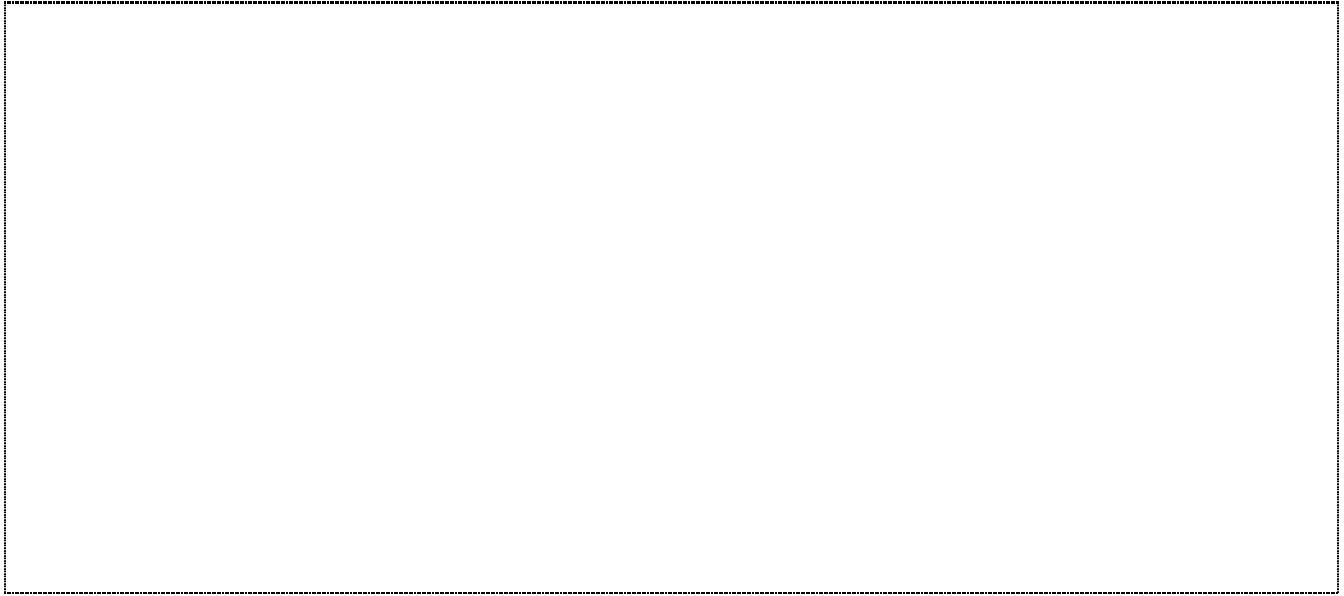
Phone:

2. Involvement in a variety of key public sector processes

In addition to the designated mentor/coach, ministries or departments may choose to select additional executive to act as support coaches for intern involvement in the following processes:

- Planning and Policy Development
- Budget Development
- Program Development and/or Delivery
- Strategic Planning and Reporting

Please describe how the intern would be involved in these processes within your ministry or department. Project options can be outlined here with specific assignment of projects determined at the time of placement, based on the intern's knowledge, skills and interests.



For more information on the Johnson-Shoyama Executive Internship Program, please contact:

Annette Marche
Student Experience Officer
Johnson-Shoyama Graduate School of Public Policy
Outreach and Training
University of Regina, College Ave Campus
REGINA, SK S4S 0A2
Telephone: 585-5863
Email: Annette.Marche@uregina.ca

For more information on becoming a host ministry/department, please contact:

Federal Internships

Rhonda Laing
Executive Director
Saskatchewan Federal Council
Telephone/Téléphone:
306-975-5944 |
facsimile/télécopieur:
306-975-5484
rhonda.laing@wd-deo.gc.ca

Provincial Internships

Lisa Righetti
Manager, Recruitment and
Development
Talent Development Branch
Saskatchewan Public Service
Commission
1st Floor, 2350 Albert Street
REGINA, SK S4P 4A6
Phone: (306) 787-6598
Lisa.Righetti@gov.sk.ca

City of Regina/Municipal
Internships

Allison Jellicoe
Human Resource Generalist
Corporate Services
City of Regina
P: 306.777.7018
F: 306.777.6825
ajellicoe@regina.ca

INTERNSHIP LEARNING PLAN

Date: _____

Intern

Coach

Name: _____

Name: _____

Position: _____

Position: _____

A learning plan outlining a set of clear learning objectives can serve as a starting point for mentors/coaches and interns to discuss and identify opportunities for the intern’s learning, aligned with the intern’s interests and learning goals. A learning plan can also serve as a benchmark from which to assess the intern’s progress and it can help to ensure that the internship is meaningful for the student. This learning plan can be used as is or adapted to meet the needs of the internship placement. Sample learning plans are also available at: http://www.tbs-sct.gc.ca/pubs_pol/hrpubs/TB_856/sefg-eeaf2-eng.asp

LEARNING OBJECTIVES (List short & long term goals)	TASKS/ACTIVITIES (List tasks, activities, meetings, professional development opportunities and projects to be completed and due dates.)	LEARNING OUTCOMES (Demonstrate how learning objectives were achieved)

LEARNING OBJECTIVES (List short & long term goals)	TASKS/ACTIVITIES (List tasks, activities, meetings, professional development opportunities and projects to be completed and due dates.)	LEARNING OUTCOMES (Demonstrate how learning objectives were achieved)

Student's signature

Supervisor's signature

INTERN PROGRESS REPORT

The purpose of this report is to provide the mentor with an update of the intern's progress towards meeting their internship goals. This progress report can serve as a starting point for the mentor and mentee to discuss what's working and what areas, if any, are in need of improvement.

Date: _____

Month ___ of ___

Intern

Name: _____

Position: _____

Coach

Name: _____

Position: _____

Progress Report Areas

1. **Goals and Objectives:** List your specific short and long term goals and objectives. Indicate what is needed to accomplish these objectives.

2. **Projects/Assignments:** Describe the projects/assignments you have been working on, including deadlines. Are you being challenged enough? Is the work appropriate? Do you wish to pursue other initiatives? How do you rate your overall progress? What improvements can be made?

3. **Time Management:** Describe how you use your time, prioritize projects, complete projects and daily duties, and organize your workload. Discuss any challenges you face in achieving your internship goals.

4. **Accomplishments:** Outline your accomplishments, briefly explaining how these have enhanced your knowledge and/or skills.

5. **Learning Experiences:** Briefly describe any skills, knowledge or lessons learned from the activities you have participated in thus far (e.g. attending meetings with your mentor, formal learning events, professional development opportunities, assigned projects, working in teams, etc.)

Mentor's Comments on Internship to Date:

Mentor Evaluation of Intern

Student Name _____ Mentor _____

Ministry/Department _____ Location _____

Internship _____ to _____ Date _____
 Term (m/y) (m/y)

To the Mentor:

Please arrange to have this form completed in order to evaluate the intern’s performance and discuss the evaluation with the intern to obtain his/her written comments and signature. This form is meant to serve as a means of identifying competencies achieved as a result of the internship, along with areas requiring further development. This evaluation tool might also serve as a starting point for dialogue and self-assessment.

Distribute the copies as follows:

Four-month internship: Complete one evaluation near the end of the 4 month internship. Retain one copy for your files, give one to the student, and send one copy to JSGS Outreach & Training.

Eight-month internship: Complete two evaluations: at the end of the first 4-month period, and near the end of the work term. Retain copies for your files and provide copies to the student and JSGS Outreach & Training.

Your co-operation in the evaluation process is greatly appreciated for its benefits to an intern’s personal and career development. Thank you.

RATING SCALE

- Excellent: Greatly exceeded the standard
- Above Average: Exceeded the standard
- Average: Met the standard
- Below Average: Did not meet the standard
- Unsatisfactory: Significantly below the standard
- N/A: Not applicable or unable to assess

QUALITY OF WORK

Degree of quality in work such as attention to detail, technical proficiency, accuracy and thoroughness

- Excellent Above Average Average Below Average Unsatisfactory N/A

Comments:

PLANNING & ORGANIZING

Extent of planning, organizing and time management skills

- Excellent Above Average Average Below Average Unsatisfactory N/A

Comments:

LEARNING

Ability to assimilate, comprehend and apply new information

- Excellent Above Average Average Below Average Unsatisfactory N/A

Comments:

INITIATIVE/LEADERSHIP

Amount of initiative in taking independent action and originating ideas

- Excellent Above Average Average Below Average Unsatisfactory N/A

Comments:

DEPENDABILITY

Extent to which intern could be relied upon to work without close supervision

- Excellent Above Average Average Below Average Unsatisfactory N/A

Comments:

INTEREST IN WORK

Amount of enthusiasm and pride toward work assignments

- Excellent Above Average Average Below Average Unsatisfactory N/A

Comments:

PROBLEM SOLVING

Degree of analysis and problem solving abilities

- Excellent Above Average Average Below Average Unsatisfactory N/A

Comments:

WRITTEN COMMUNICATIONS

Level of writing skills

- Excellent Above Average Average Below Average Unsatisfactory N/A

Comments:

VERBAL COMMUNICATIONS

Level of listening and speaking skills

- Excellent Above Average Average Below Average Unsatisfactory N/A

Comments:

INTERPERSONAL RELATIONS

Ability to interact and work with others in effective manner

- Excellent Above Average Average Below Average Unsatisfactory

Comments:

ADAPTATION TO ORGANIZATION

Response to supervision, standards and policies

N/A

Excellent

Above Average

Average

Below Average

Unsatisfactory

N/A

Comments:

MENTOR/EVALUATOR'S COMMENTS

Briefly added any additional comments on the intern's strengths and areas for improvement.

OVERALL PERFORMANCE RATING

Excellent

Above Average

Average

Below Average

Unsatisfactory

If employment were available in the future, would the intern be considered for re-hire within the organization?

Yes

No

N/A

INTERN'S COMMENTS

Briefly comment on the accomplishment of your internship goals and learning objectives.

This evaluation has been discussed with the intern.

Yes

No

Mentor/Evaluator Signature

Intern Signature

Date