

**JOHNSON SHOYAMA GRADUATE SCHOOL OF PUBLIC POLICY  
EXECUTIVE INTERNSHIP  
MENTOR HANDBOOK**

*2018-19*

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## PART I: OVERVIEW AND INTERN REQUEST

### A. 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 since grown to include, but not limited to, partnerships with Saskatchewan Federal Council, the City of Regina, the City of Saskatoon and the Provincial Auditor of Saskatchewan (PAS). For a full list of past and present partners, please see the JSGS Executive Internship Website.

The depth and quality of the Johnson Shoyama Executive Internship Program distinguishes it from other internship programs. Our interns are paired with mentors who are at the senior level of partnering organizations with a focus on developing a high quality mentorship experience.

### B. Program Overview

Internships are either a four or eight month duration and are either a paid [Federal] or a scholarship-based [all others] remuneration. These partnerships provide students in the Master of Public Administration (MPA) and Master of Public Policy (MPP) programs with the option of enhancing their graduate work with a practical, hands-on internship component.

Students pursuing a JSGS Executive Internship must apply to the school and undergo a comprehensive assessment process. The results of the assessment process, followed by a panel interview and presentation will determine which students receive internship placement offers. The interview panel will consist of JSGS and employer representatives. JSGS students are eligible to apply for internships upon completion of 50% of their program and a minimum 75% average.

Partnering organizations 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.

### C. Benefits of JSGS Internships

Both partner organizations and interns benefit from JSGS Executive Internships.

Some benefits of the JSGS Executive Internship for mentors include:

- > Provide a fresh and youthful perspective on projects and decision-making;
- > Access to a resource with the latest thinking in public policy; and
- > Access to potential future employees.

Some benefits of the JSGS Executive Internship for interns include:

- > Mentoring by a senior member of partnering organizations;
- > Hands-on, practical experience; and
- > Networking and professional development.

## **D. Program Goals and Objectives**

JSGS Executive Internships are intended to expose interns 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 organization, including the internal workings, the reporting and structure, legislation and interface with the political structure;
- > 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;
- > Opportunities to learn about organization's processes and management; and
- > First-hand experience in the day to day activities of organization, such as preparing briefing notes, preparing decision items and conducting research.

## **E. Requesting an Intern**

If you are interested in becoming a partnering organization and mentoring a JSGS Executive Intern, we ask that you complete the Intern Request Form on the website under resources and submit it to JSGS's Student Experience Officer by February 28th. If you have questions about the program, please contact:

Tianna Yaskow  
Student Experience Officer  
Johnson Shoyama Graduate School of Public Policy  
Tel: 306.585.5468  
Email: [Tianna.Yaskow@uregina.ca](mailto:Tianna.Yaskow@uregina.ca)

## PART II: MENTORS

### A. Role of the Internship Mentor

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

- > Determining where suitable intern learning opportunities exist in the organization;
- > Attending an internship orientation session;
- > Monitoring the placement to ensure the experience is rewarding and valuable;
- > Ensuring the intern receives an orientation to the organization;
- > Sharing knowledge, experience and understanding of procedures at the organization;
- > 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 including the development of learning plans and work plans;
- > 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 JSGS encourages a 1/3 – 1/3 – 1/3 breakdown in activities for the interns. One third of the time, interns are tasked with one substantive, meaningful project aligned with the intern's interests; one third of the time, interns will shadow the mentor to meetings, planning sessions, and other applicable experiences; and one third of time, interns are involved in additional areas of the host organization. The mentor will also work with the Student Experience Officer from the school to provide feedback on the intern and the program.

### B. Internship Planning and Assessment

In order to make the most of the mentor experience and the intern's experience, JSGS has provided tools to assist in dialogue, progress and evaluation of the intern and the program. All of these tools can be found on the [JSGS Executive Internship website](#).

#### 1. Intern Learning Plan

The internship learning plan is essential as it charts the course for the intern. This learning plan can be used as is or adapted to meet the needs of the internship placement. The learning plan achieves a number of objectives, including:

- > Identifying learning objectives;
- > Ensuring that interns are afforded opportunities to learn and demonstrate competencies learned during the placement; and
- > Creating a way for interns and their mentors to measure progress at the end of the internship. The learning plan provides a benchmark for assessing whether goals and objectives were achieved, as well as identifying areas of ongoing professional development.

## **2. Work Plan**

The internship work plan serves as a guide for the intern to accomplish goals or projects assigned to the intern. The work plan will:

- > Clarify the responsibilities of the intern and the mentor;
- > Breakdown large projects into smaller, achievable goal and provide timelines for these smaller goals. These goals will be concrete and measurable; and
- > Help the intern to stay organized.

## **3. Intern Progress Reporting**

While the learning plan serves as a way of mapping the learning objectives of the internship, a mid-internship assessment provides a means of gauging the intern's progress. The Student Experience Officer visits each student and mentor to determine how the internship is proceeding and whether there is anything that needs to be addressed.

## **4. Mentor Evaluation of Intern**

In addition to completing a progress report, it is required that a formal evaluation of the intern be administered upon completion of the internship. The completion of this evaluation is contingent of the intern completing the internship. The mentor evaluation of intern form 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. They evaluation is administered via a survey tool. The school will use the evaluation form as confirmation that the intern has met the internship requirements.

## **5. Internship Exit Survey**

Interns are sent an exit survey questionnaire to provide written feedback. This feedback is used by the school to improve upon the internship program.

## **C. Internship Remuneration**

Remuneration for Federal internship placements is based on an hourly wage determined by the host Federal department. All other interns receive a scholarship of \$25,000.00 paid to the intern in eight equal monthly installments. JSGS will invoice partnering organizations at the beginning of September for the full scholarship amount. JSGS will not compensate students that are required to move for an internship placement.

## D. Recommendations for Mentors

The following recommendations for future mentors are kindly provided by past mentors.

- > Meet with the intern at the start of the internship to outline expectations and determine areas of interest.
- > Create a learning and work plan that adopts the 1/3-1/3-1/3 principle. Include one substantive, meaningful project that is aligned with the intern's interests, as well as other, short term tasks. Whenever possible, give the intern a choice on the projects they will be working on, which best uses 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, weekly if possible, especially at the start of the internship.
- > If you are too busy to meet with the intern regularly, consider co-mentoring the intern with someone else (e.g. executive director) 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 and allow interns some flexibility in their day-to-day activities and independence in work preparation and execution.

## PART III: JSGS INTERNS

### A. JSGS Intern Knowledge/Skills

JSGS students have diverse academic backgrounds and employment experiences. Along with these differences, however, they share a common graduate academic background. To be eligible for an internship, Master of Public Administration (MPA), Master of Public Policy (MPP) and Master of Applied Economics and Policy Analysis (MAEPA) students are required to complete fifty percent of program courses. The courses provide students with numerous knowledge and skills, some of these are listed below. The MPP and MAEPA programs are a research-based degree.

MPA students' knowledge and skills:

- > Government structure and processes;
- > Policy formulation and implementation;
- > Stages of decision making, typically through preparing environmental scans and policy briefs;
- > How to analyze the processes in which public policy arise, compare theories and models of policy 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 students' knowledge and skills:

- > Public policy analysis, either by looking at government intervention including key instruments and responsive behaviours or by analyzing 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; and
- > 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.

MAEPA students' knowledge and skills

- > Understanding of microeconomic tools needed for public policy. Students study the circumstances under which markets achieve or fail to achieve an efficient allocation of the economy's resources;
- > Applied econometric analysis and various econometric methods;
- > Applying economic principles and quantitative techniques in the provision of policy evaluation and advice;
- > 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;

## **B. 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 2016-2017 university scheduled breaks are as follows:

September 3, 2018 (Labour Day)

October 8, 2018 (Thanksgiving Day)

November 7 to 12, 2018 inclusive (Fall break – no classes)

December 25, 2018 to January 1, 2019 inclusive (Christmas/New Year's Break)

February 18, 2019 (Family Day/University Closed)

February 19 to 22, 2019 (Mid-term break - no classes)

April 19, 2019 (Good Friday)



*Personal Days Off:* In addition to the university vacation days outlined above, interns will be provided with eight personal days for an eight month internship placement, to be determined in consultation with the intern's mentor. Personal days can be used to attend JSGS lectures, seminars and workshops and to schedule personal appointments.

*Sick days:* Interns are given 6 days. Any days used beyond this in the internship must be discussed with both the intern's mentor and the Student Experience Officer.

**Note:** Federal interns are hired by their respective departments and are required to follow the employee schedule for days off.

### **C. JSGS Interns Taking Classes**

Interns are permitted to take classes during their internship, but it is recommended that interns only take one per semester. If an intern chooses to take classes, we recommend they get permission from their mentor to ensure it doesn't interfere with the internship.

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

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