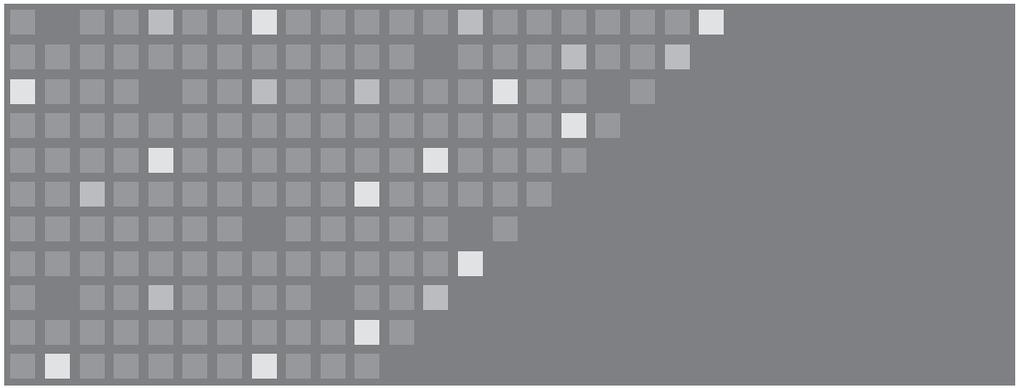


The logo for the International City/County Managers Association (ICMA), consisting of the letters 'ICMA' in a bold, white, sans-serif font on a dark blue background.

ICMA



# *Internship Toolkit*



*Leaders at the Core of Better Communities*

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## **Introduction**

Internships benefit both students and communities, and they are the best way to promote an interest in local government management for qualified graduate and undergraduate students. Successful internship programs exist in local governments that are large and small, urban and rural. Some programs have an outstanding reputation among local colleges and universities, which supply them almost effortlessly with a qualified pool of candidates. Here are factors to consider that will help guide a locality through the process of creating a useful internship program:

- Types of internships.
- Program structure.
- Intern duties and responsibilities.
- Outreach materials and advertising strategies.
- Selection criteria and the application process.
- Program supervision and evaluation.

In the first section of this document, questions are designed to help managers and their staff members decide whether an undergraduate or graduate/post-graduate student focus will best serve their local governments. Two sections follow that address each option. Suggestions in these kits are appropriate for either type of internship, so examine all of the options and be creative with a new program.

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## **What Type of Internship Is Right for a Local Government?**

The type of internship that is chosen will depend upon available resources. Both a full-time and part-time internship can be a positive experience for a student, as long as the goals and projects meet the needs and expectations of the government and the student.

Here are issues to consider when deciding which type of internship program is suitable for a local government:

- Ability to compensate an intern.
- Type of projects.
- Proximity to student populations.
- Availability of office space.

### **Part-time/Undergraduate**

An undergraduate internship works best for filling a certain need in a department or for completing a particular project. The position should allow flexibility for the student and include an effort to maintain an on-going relationship with the student's school.

Accordingly, proximity to local colleges and universities is key, as it provides a great pool of candidates for the locality. Access to transportation also is imperative.

Because undergraduates usually can obtain degree credit for their job-related work, they are less dependent on outside income. Various alternatives to paying interns are discussed in the undergraduate section.

While undergraduates can bring a less-developed skill set with them, students with specific educational preparation can be targeted to work on projects that use their knowledge.

Office space enhances productivity and demonstrates that the intern is part of the staff. If space is limited, however, an undergraduate or part-time intern might be appropriate since he or she can work in space that is available only for brief periods of time. Other interns or employees can use the space when the intern is not present.

### **Full-time/Post-Graduate**

Often referred to as "management internships," positions established for full-time or post-graduate students usually last one year and require a

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master's degree in public administration or a related degree. These interns are ready to begin their careers in local government.

Post-graduate students bring a more mature and focused skill set to the internship, but they also expect to be compensated. Even though many MPA programs require participation in an internship, these programs also require paid internships. The internships typically provide entry-level pay with benefits. As an alternative, consider a summer or semester-long internship where a good salary is offered but without benefits or a year-long commitment.

Interns who are hired for a year should be able to rotate through a variety of departments, working on substantial projects and experiencing the realities of local government management. Make sure that enough tasks and opportunities are available to fill their tenure.

Campus proximity to the internship location is less important for people in this type of internship position because it usually takes place during the summer or after a school session has been completed. If a locality is recruiting nationally or relocation is an issue, consider providing funds for housing, either through a stipend or reduced rent.

Full-time interns will need office space. They should be considered a part of the government staff like any other employee. Consider the space where an intern will work before the person arrives, and remember that employing a graduate student requires more preparation time than a part-time undergraduate internship.

### **Summer Graduate Students**

A program with summer graduate students is recommended as a way to save money, complete short-term projects, work with student schedules, and accommodate students from schools that require a summer internship experience.

It is recommended that the format of a graduate-student internship include resume-building tasks, open access to upper-level management, and frontline experience. This intern should be compensated at a significantly higher level than an undergraduate. But remember, money is being saved that would be needed to compensate a full-time, year-long intern at an entry-level salary.

[At this point, if the type of internship program that will best serve a local government has been selected, refer to the implementation guidelines for part-time/undergraduate student internships, which begin on page 6, and for full-time/graduate student internships, which are on page 10.]

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## Part-time/Undergraduate Internships

### Providing Meaningful Work

Consider this the opportunity to accomplish something that no one has time to complete. Make sure that the project has clear criteria and expectations outlined before the intern begins working. Because the intern may be getting course credit for his or her work, the intern, the school adviser, and the employer might want to enter into a “learning contract.” A contract can include the following measures to ensure a quality experience:

- Specific start and end dates.
- Designated supervisor for the intern and project.
- Course credit hours to be earned.
- Description of duties.
- Hours to be worked.
- Measures for evaluation.

Develop a work project before the intern is selected. Make every effort to ensure the following guidelines are met for the intern’s project or position:

- The supervisor should be someone who can provide guidance and mentoring, learning opportunities, and access to upper-level management.
- The project should be doable within the time frame.
- Allow time for the intern to participate in other government functions (see suggestions ahead).
- If the position entails working on many small tasks, they should provide tangible learning experiences and, when possible, a concrete product.

In **Duxbury, MA** (population 14,000), an intern interested in environmental issues performed a bay-wide study of water and coastline uses and the local aquaculture. The intern developed a master plan for the bay and presented it to Town Manager Rocco Longo. The manager says that without the intern, the town would not have had the resources to pursue the bay-wide study.

Allowing an intern to participate in other aspects of local government management will enhance the intern’s experience, and the value of this experience can be used to attract interns to unpaid positions. Consider these activities: sitting in on upper-level management meetings, shadowing the local government manager for a day, taking part in front-line service delivery, attending council and neighborhood meetings, and experiencing collective bargaining activities [refer to page 17 for privacy issues].

### Financial Considerations

A part-time, undergraduate internship allows flexibility in the resources required to support a program. The following considerations will vary depending on what monies are available. Here are some ways to be cost-effective:

- **Program Materials.** Start-up costs may include developing an ad and distributing it to local colleges or placing it on local Web sites. Use online applications when possible and leave the distribution to colleges and universities to further reduce costs.
- **Recruitment Process.** The cost of personnel time to recruit, interview, and manage the intern is the most significant expense. Phone interviews are another way to minimize costs if the intern is not available for a personal interview.
- **Compensating Interns.** If the resources are available, financial compensation can certainly increase an intern's accountability and provide supervisors with leverage on deadlines and performance evaluations. There are several options for compensation to consider (and don't forget to include the "perks" mentioned earlier):

**Troy, NC** (population 4,174), has an internship program using undergraduates and graduate students. Although interns are paid minimum wage, the town is able to provide free housing in an apartment over the police department. Interns are attracted to the available and free housing, which makes up for the salary difference.

- Work with the school to provide course credit.
- Provide a stipend for the overall period of time.
- Pay travel expenses or offer free lunch.
- Offer mentoring and career development assistance through staff connections.

**Queen Creek, AZ** (population 2,805). A former intern noted that working in a small town can provide an exceptional experience. His internship paid a minimal hourly wage, but he was able to have a real effect on local policy, write staff reports within a month, and give presentations to the council in two months. His 50-minute commute each day paid off. He was offered a position that opened while he was interning and has worked for the town since 1997.

### **Finding the Right Intern**

There are interested and qualified students out there. The key to finding these students is to make them aware of internships. Consider doing the following [see Appendix A for examples]:

- Post a link on the local government's Web site and leave it up year-round so prospective interns can be aware of future opportunities.
- Find nearby colleges and universities that focus on public administration and related programs by consulting the NASPAA Web site at [www.naspaa.org/doctoral/bachelors.htm](http://www.naspaa.org/doctoral/bachelors.htm). NASPAA also has a site for students that lists intern opportunities. Consider posting an internship position at <http://www.naspaa.org/publicservicecareers/index.htm>.
- Contact the career center at nearby schools. Also post internships with appropriate online discussion groups, bulletin boards, and job announcement sites.
- Contact department heads at nearby schools in fields applicable to projects on which interns will work. Send a letter and advertisement explaining work projects and requesting recommendations of students. Become educated on the required criteria for obtaining course credit, and maintain these university contacts for future positions [see Appendix B for an example].

**Newark, DE** (population 28,500), employs undergraduates and summer graduate interns. The University of Delaware is instrumental in providing good candidates; the graduate school annually sends a book of student resumes to the government and the city manager teaches a class on municipal management.

### **The Application Process**

Since staff resources and time can be limited, a resume and cover letter are sufficient to evaluate the applicants on such criteria as [see Appendix C for examples]:

- Verbal and written communication skills.
- Motivation.
- Applicable coursework.
- Related work experience.
- Community involvement.
- Interest in local government.

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Once the applicant pool has been narrowed down, invite finalists to come for an interview. During the interview, assess their level of commitment, skills and maturity, and ability to communicate. Look for a best fit with the proposed project(s) and the interests and skills of each applicant.

Even though interns are part-time employees, do not cut corners by eliminating the reference check. It can make the difference between a good and a bad recruitment experience.

### **Tips for Governments with Limited Resources**

- Offer employee “perks,” such as participating in management or council meetings, in lieu of pay.
- Recruit locally.
- Offer resume-building projects.
- Allow interns to work on flexible schedules.
- Facilitate interaction with key people.
- Help students obtain course credit.
- Provide mentoring and help with job placement.

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## Full-time Graduate Internships

### Providing Meaningful Work

Here are examples of ways to structure a full-time or graduate internship, which have been taken from existing programs.

#### *Rotational Assignments*

Management interns will rotate through various departments, working in each department for two to four months. The rotations should include the local government manager's office, the budget department, and two to three operating departments. The rotations can be chosen based on project proposals submitted by each department or agency.

#### *Project Proposals*

The supervisor of interns solicits project proposals and matches the interests of the interns with the needs outlined in the proposals. The projects may vary in length, with shorter projects allowing interns to participate in more areas during the course of the year. The projects can consist of many small tasks or one large task, but the goal is to provide the intern with a resume-building experience that will help him or her compete for future jobs [see Appendix D for examples].

A former **Phoenix, AZ**, intern rotated through the development services department. Her main project involved writing the reorganization plan to move the backflow unit from the water department to development services. This project required interviewing line and management staff. She was exposed to people at all levels, and they had been encouraged to be candid with her. Meeting with people and working on a professional project were invaluable aspects of her internship.

Questions and criteria for project proposals:

1. What can the intern learn from a rotation in the department?
2. Who will serve as the intern's immediate supervisor?  
Encourage department heads to supervise interns. They often have the most experience and the ability to provide a quality learning experience.
3. What specific projects and work assignments will the intern perform? How long will the rotation in the department last?
4. What enhanced experiences and activities will be provided for the intern in the department?
5. List any other comments about the department's ability to provide a meaningful experience for the intern and what the intern's assistance will mean to the department.

6. For planning purposes, have the department list its most-desired rotation period.

Make an effort to use every proposal. Help individual departments and agencies appreciate the internship program as a way to finally tackle an important project that no one had the time to accomplish.

### *Front-line Participation*

Experiencing local government service delivery has important implications for future leaders. These opportunities teach respect and appreciation for all employees. Past interns have enjoyed rotations through front-line departments, noting the dedication and pride exhibited from the work of employees who are the service providers and have a direct link to citizens. Interns can view participation in these departments as a “perk.”

Before implementing an internship program, make sure key people in service departments are informed of the program as well as its goals. Encourage interns to choose their own areas of participation and to take the initiative to set up the visits. Remind them of the often-overlooked tasks of waste management, water treatment, construction and maintenance, and public transportation.

David Ammons, director of the MPA program at the **University of North Carolina-Chapel Hill**, suggests a blend of two approaches when assigning work to an intern. First, give the intern opportunities to interact with management officials. Second, assign the intern a series of projects that will accomplish something concrete. By themselves, these approaches either entail minimal resume-building material or lack real government experience. A synthesis of the two approaches, however, spreads the benefits of the intern throughout the government and provides the best learning situation.

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## **Financial Considerations**

A good internship program requires some start-up and maintenance costs. These costs, outlined below, will vary depending on the type and size of the program.

### *\$ Program Materials*

Recruitment materials are essential to attracting good applicants, yet they need not be fancy. A thorough job description can “sell” an applicant on the local government. Recruitment costs can be reduced by posting the job description online and providing a link to the local government internship job application.

Once interns are accepted, a packet of information is a helpful way of introducing them to the community. The depth and style of the materials in the packet will determine the cost of producing it.

### *\$ Recruitment Process*

Time spent interviewing, screening, and selecting the intern will be the greatest cost. Streamlining the recruitment process can reduce the time commitment, and therefore save money.

**Phoenix, AZ.** Ten candidates are brought to the city for a two-day interview and introduction. Meals are provided, candidates are given a tour of the city, and a reception is held where they meet the city manager and deputy managers. While this is an expensive process, it allows Phoenix officials to show off the city to prospective employees, as well as evaluate possible interns on a more personal basis.

### *\$ Compensating Intern Supervisors and Program Coordinators*

A current employee can be assigned to oversee and coordinate the implementation of an internship program. Since this will be an additional duty, the employee should be compensated accordingly, either by a pay increase, bonus, or some other benefit. Once the program becomes established, interns can maintain it and recruit applicants for the following year.

**Kansas City, MO** (population 1,321,000). Current interns are responsible for handling the application and recruitment process for the following year. Interns compile the intern handbook and act as the contact for applicants’ questions and needs. Since Kansas City usually has two to three interns and its program builds on previous years, the work is minimal.

### *§ Compensating Interns*

Salaries vary throughout the country and change from year to year. For post-graduate interns, compensation is a must. At the minimum, expect to pay a fair hourly wage commensurate to wages for similar tasks and skills in the surrounding area. Most well established programs pay an entry-level salary with full benefits. These interns are in a position to truly enhance the work environment with their knowledge and skills.

For summer graduate student interns, consider an hourly wage or a stipend for the entire period. Schools that require a summer internship often require that students also receive compensation.

The MPA program at **UNC-Chapel Hill** requires students to intern in a local government between their first and second year of school. The program stipulates that interns be paid; however, exceptions can be made if the school deems that the intern's duties are professional and meaningful. Someone from the faculty visits each student during his or her internship, meeting with both the supervisor and the intern to determine if the student was prepared for the tasks and met the employer's expectations. This format fosters a close relationship between local governments and the university, and the constant evaluation ensures the program's success.

**Mountain Brook, AL** (population 20,000), has had a successful internship program for graduate students for nine years. Interns work with the city manager and receive only course credit. The city provides a stipend for each intern to attend the Alabama City-County Management Association's annual conference.

## **Finding the Right Intern**

This section discusses types of outreach, recommended resources, and the application process. Using these tools as a starting point should provide a local government with a strong applicant pool.

### *Establish a Relationship with Nearby Universities*

A good relationship with professors and program directors will ensure that the best candidates apply for internships. Communicating about an internship program with academics in the field of public administration could make it more effective for the locality and the student [see Appendix B for an example].

To find colleges and universities with public administration and related programs, consult the list of accredited programs available on the NASPAA Web site at [www.naspaa.org/programs/index.htm](http://www.naspaa.org/programs/index.htm). Ask schools to post the internship position on their Web sites and discussion lists. They will likely be more than willing to accommodate this request since the program will provide their students with valuable and practical experience.

### *Outreach and Advertisements*

It is important to sell the employing local government to prospective interns. A locality can include the job description on its Web site, post a link to the internship opportunity, and leave this information up year-round. Sample descriptions of past intern experiences, photos, and explanations on the unique opportunities of an internship also can be included [see Appendix E for an example].

Here is a list of independent Web sites for job postings.

[www.internjobs.com](http://www.internjobs.com)  
[www.policy.com](http://www.policy.com)  
[www.idealists.org](http://www.idealists.org)  
[www.govjobs.com](http://www.govjobs.com)  
[www.getagovjob.com](http://www.getagovjob.com)  
[www.monster.com](http://www.monster.com)  
[www.jobs.icma.org](http://www.jobs.icma.org)

The **Illinois City/County Management Association** has an internship coordination program targeted toward those people who are interested in gaining local government experience. Any Illinois student in an MPA or related program who wishes to enter the Illinois job market can send a resume and cover letter to an Association committee, and it will be forwarded to member local governments that have an internship vacancy. This IAMMA initiative streamlines the application process for local governments and students.

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Recommended newsletters for postings:

ICMA, *Job Opportunities Bulletin*, Veda Joy, vjoy@icma.org.

NASPAA, *Journal for Public Affairs Education*, jpae@naspaa.org.

ASPA, *PATimes Newsletter*, aspanet@aspa.org.

### **The Application Process**

A resume and cover letter is standard and effective but since the best applicants are being sought, asking for a writing sample and contacting two or three references will help weed out inappropriate applicants. Some local governments require completion of a standard application form. Applications for larger programs often include essays and problem-solving tasks [see Appendix F for examples].

Qualities to look for in an applicant:

- Strong communication skills.
- Effective interpersonal skills.
- Applicable previous experiences.
- Applicable coursework.
- Interest in local government.
- Self motivation.

### *The Interview Process*

After an initial review of applications, phone interviews are one inexpensive way to screen applicants. Once the applicant pool has been reduced, the person responsible for hiring should either decide to call references and choose an intern or meet candidates in person.

Consider enhancing in-person interviews by introducing intern candidates to the community and its governmental structure. Smaller local governments can convince applicants of their proximity to key officials and council members by including officials in the interview process. Larger governments might provide receptions to introduce community leaders. Remember that the interview also provides the time for an applicant to screen the community.

**On-going Intern Participation**

While it is recommended that an intern be assigned specific projects that will yield a concrete product, promoting an interest in local government is a key reason for creating an internship program. Thus, it is important to give an intern the opportunity to participate in the many functional aspects of local government.

**Attend council meetings.** If an assignment permits, allow the intern to participate in staff presentations to the council. This keeps interns updated on the issues facing the government and allows them to participate in a key government function.

**Attend neighborhood meetings.** Interns also can appear on behalf of local governments at neighborhood meetings. Asking an intern to participate eases the time constraints on other employees and gives the intern unique insight into the interaction between citizens and government. Sending an intern to neighborhood meetings increases the visibility of the government in the community, both saving money and fostering good ties with citizens.

**Attend upper-level management meetings.** Both former interns and managers of successful programs suggest allowing interns access to all upper-level management meetings. A successful internship includes access to fundamental processes that usually happen behind closed doors. Unless it is legally unacceptable to have an outside party present, inviting interns to sit in on management meetings not only will reward the hard work and education of the intern, but it also provides an excellent opportunity to learn about management-level problem solving in local government [see privacy information on page 17].

**Coordinate the intern program.** As previously mentioned, interns can play a vital role in program coordination for the following year.

**Privacy Issues**

As stated earlier, allowing both graduate and undergraduate interns to have access to upper-level management meetings is recommended. These meetings are a vital aspect of managing local governments and important experiences for future local government leaders.

Some young professionals, however, come to the job believing that open government and transparency are values that have no exclusions. Interns must understand that "what you hear here stays here." Confidentiality of executive sessions should be stressed, as this will likely be the first time an intern is exposed to restricted or sensitive information.

**Evaluation and Continued Success**

Evaluation should take place throughout the internship. Here are suggestions for getting the most out of the evaluation process:

- Maintain contact with supervisors and stay informed of intern participation. Look for ways to incorporate interns into various agencies and departments.
- Formal evaluations provide insight and feedback for the intern and can incorporate regular personnel evaluation forms.
- Conduct evaluations in light of goals set forth in advance by the intern program supervisor and the intern. If goals are continually unmet, perhaps they are set too high or not applicable to the situation.
- Maintain a relationship with school faculty to ensure that the needs of both the government and the student's degree requirements are being met. Offer to guest lecture for a local government-related course.
- Use interns to keep the internship program running. Have them place ads and take responsibility for communicating with future applicants and collecting applications.

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### Top 10 Best Practices

1. **Access.** Allow access to meetings, events, staff, the CAO.
2. **Variety.** Provide various projects and participatory experiences.
3. **Flexibility.** Meet interns' needs and interests and enable the input from various departments and agencies.
4. **Education.** Educate people in the community, including university contacts, about the internship program in order to secure a steady applicant pool and to foster a relationship with student networks.
5. **Front-Line Experience.** Appreciate and respect the work of service providers who exhibit good management practices. Encourage interns to take part in these valuable learning experiences.
6. **Mentoring.** Provide interns with guidance and encouragement or a person who can be a mentor. Remember, today's interns are tomorrow's leaders [see Appendix G for more information].
7. **Have supervisors supervise.** Avoid having interns report to supervisors who may lack the experience and authority to provide the intern with tools for learning.
8. **Meaningful work.** Provide a task that is important to the goals of the organization will attract quality interns. Resume-building experiences often are more valuable than a paycheck.
9. **Evaluate.** Give the interns feedback throughout their tenure and have them evaluate their own experience before leaving.
10. **Assimilate.** Make the program a routine part of local government. Continue to seek out qualified candidates and to share enthusiasm for local government.

### Fair Labor Standards Act (FLSA)

The FLSA stipulates that interns must be fully aware of and agree to the terms of employment set out by the employer, whether or not the intern is to receive pay or other forms of compensation (i.e., school credit, stipend, or tuition assistance).

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If the intern *is* to receive an hourly wage or salary, the intern is classified as an employee and is protected by all terms of the FLSA, including minimum wage standards, overtime compensation, and sick leave. Consult the Department of Labor at (866) 4-USA-DOL with further questions.

**Acknowledgements**

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**Job Opportunity**

POSITION:	Intern to the Village Manager
ORGANIZATION:	Village of Croton on Hudson
TIME PERIOD:	Negotiable (1 semester-1 year)
SALARY:	Negotiable (depending upon educational level and previous work experience)
CONTACT PERSON:	Mr. Richard F. Herbek, Village Manager Village of Croton on Hudson Municipal Building 1 Van Wyck Street Croton on Hudson, NY 10520
DESCRIPTION:	<p>The intern will assist the village manager in all aspects of municipal management and may be involved in such activities as: updating the Village Code, researching policy issues, preparing grant applications, assisting with the preparation of operating and capital budgets, drafting local laws, preparing the agenda for the Village Board of Trustees' meetings, implementing mandated programs and interacting with department heads on a regular basis. Additionally, the intern will assist with general office work, interact with various boards and committees, handle research inquiries, communicate with the local media and gain valuable professional experience.</p> <p>We are seeking an individual who has experience with computers, good communication skills, excellent research skills, ability to get along with others and a desire to learn. The successful undergraduate candidate should have some knowledge of government/political science, while the graduate candidate should be pursuing or have completed a master's of public administration degree.</p> <p>The village of Croton on Hudson has enjoyed a successful internship program in the past, which has led to previous interns acquiring rewarding professional positions in the fields of city management, federal government administration, and law, among others.</p>

### **Village of Croton-on-Hudson and Pace University Intern Relationship**

Approximately 20 years ago, Village Manager Richard F. Herbek instituted a cost-effective Municipal Management Internship Program to provide assistance in administrative affairs to the Village of Croton-on-Hudson. Over these past 20 years, the village of Croton-on-Hudson has developed a close relationship with Pace University and its Master's of Public Administration Program. This relationship was established when Pace University assumed the responsibility of serving as the secretariat for the New York State Municipal Managers Association, a state association that works in cooperation with the International City/County Management Association.

Serving as the secretariat to this association, Pace University has a long history in providing assistance in the placement of interns especially in the placement of interns within the village of Croton-on-Hudson. They have worked together almost in the form of a partnership in providing each other with an invaluable service. Together, they have helped to provide a further environment for learning by taking academic skills and knowledge and putting it into practice and experience.

Interns generally spend an academic year in the program and have time to address a broad spectrum of the varied aspects of local government operations. Typical projects and assignments have included:

- Developing fixed asset accounting records.
- Preparing grant applications on such areas as coastal zone management grants, federal aid to urban systems grants, community development block grants, etc.
- Studying the Ossining Sanitary Sewer District.
- Working on a fair rent agreement.
- Researching the subject of labor negotiations.
- Working on public bidding for vehicles and equipment.
- Assisting the staff to prepare the annual budget.
- Attending staff meetings.
- Updating the village code.
- Gathering the comparative statistical data for village policy.
- Drafting proposed local laws.
- Researching and evaluating local government issues.
- Participating in community activities.

The fundamental purpose of the internship experience is to place students in an environment where they can begin to form personal comprehension of the administrative process. Working in a public agency allows interns to test the concepts and techniques they have learned in the classroom and to see how they are applied in practice. This program provides an invaluable apprenticeship in hands-on experience in the daily operations of a municipality and its interrelationship with other governments, governmental agencies, and the private sector.

The program, combined with academic studies in public administration, provides a strong foundation by which interns are able to build a successful career in public management. It also provides the village with invaluable staff assistance, which often is provided in other local governments through the full-time position of assistant village manager.

Director's Message	<b>TOWN OF QUEEN CREEK</b>
About the School	<b>Management Intern</b>
Academic Programs	Salary: \$10.82/hour
Faculty Directory	Duties:
Schedule of Classes	Performs a variety of analytical, administrative, and managerial work in support of town government. Collects and analyzes data, prepares reports and presentations, drafts policies, and coordinates special events.
Student Resources	
College of Public Programs	
Arizona State University	Peripheral Duties:
	Ability to communicate effectively with people from different backgrounds and educational levels on the phone and in person; superior customer service skills; excellent written and oral communication skills.
	Requirements:
	Graduation from a college or university with a bachelor's in public administration, political science, civil engineering, planning or a closely related field; currently enrolled in a program of study towards a master's degree; one year of related experience; or an equivalent combination of education and experience.
	To apply:
	Submit a Town of Queen Creek application form and resume to . . . For information, contact . . . Applications are also available at the . . .



## City of Phoenix

**Date:** May 21, 2001

**To:** Ceil Pettle  
Budget and Research Director

**From:** Patrick Grady  
Community and Economic Development Director

**Subject:** Management Intern Departmental Rotation, Request for Proposals

This memorandum provides a proposal for a management intern departmental rotation in the Community and Economic Development Department - Economic Development Branch.

1. What can the intern expect to learn from the rotation in the department?

The intern will gain an understanding of the varied programs/approaches used in the City's Community and Economic Development Department. This would be accomplished as part of a series of briefing sessions (at least one every two weeks) that would cover the following programs: Business Attraction, Business Development, Business Retention/Expansion, Technology Initiatives, Sports Development, Central City Development, Business Environment, Retail Development, Workforce Development and Small Business. After each briefing session, the intern will meet with a Deputy Director to discuss the briefing sessions and the intern's work activities. Specific assignments within the following program areas would be pursued.

- Develop an understanding of the different roles and responsibilities of each ED program.
- Develop an appreciation, knowledge, and understanding of cutting edge issues related to economic development and its related impacts on existing and future business development, residential communities, and overall quality of life.
- Understand the importance of public-private partnerships in economic development and service delivery.
- Develop professional skills and abilities in the area of teamwork, problem solving, creativity, leadership, working with the city manager's office and the office of elected officials, handling ambiguity, facilitation, and project management.

- Learn the fundamentals of real estate development and implementation for small to large-scale projects (e.g., project management, site analysis, financing, infrastructure development, design, permit requirements, development agreements, community involvement, etc.) and understanding the role that private developers play in economic development projects.
- Participate in the formulation of economic development strategies to accomplish future needs and trends (e.g., technology goals).

## 2. Who will serve as the intern's immediate supervisor?

The assistant CEDD director will supervise the intern during the three-month rotation to discuss the intern's work activities. However, the intern will work with the deputy director/administrator of each program.

## 3. What specific projects/work assignments will the intern perform?

The intern would be provided meaningful projects that are designed to challenge and grow the intern's leadership, coordination, research, and writing skills in a dynamic environment. Examples of projects that could be completed in a three-month rotation are as follows:

- Meet and work with businesses and developers to discuss potential plans, respond to questions regarding city processes, and evaluate requests for city assistance.
- Assist in identifying projects for the General Obligation Bond Program for downtown.
- Help facilitate and monitor development agreements on various workforce housing projects.
- Assist with implementing and monitoring the Enhanced Municipal Services District.
- Develop employment center analysis in the Loop 101 corridor, including the analysis of demographics, infrastructure requirements, real estate market, and marketing.
- Negotiate and draft development agreements with private developers for city participation.
- Build a program of work and conduct research and analysis of transit driven economic development and developing strategies and tools to encourage private development surrounding light rail stops that will be developed over the next five years.
- Develop initial strategy and planning for the implementation of the Beyond the Banks development component of the Rio Salado project, including determining best

practices nationally for the reuse of both public and private landfills that leads into identifying development options, impediments, costs, and limitations of the landfills adjoining the Rio Salado project.

- Help provide information and referral services to employers and develop requests for proposals for workforce initiatives in targeted industries and/or employment centers.
- Assist with coordination of technical assistance seminars for employers and large-scaled event seminars for businesses.

4. What enhanced experiences/activities can be provided for the intern in the department?

CEDD offers a number of special activities in which the intern could participate, depending on the intern's interest. Examples include:

- The intern will be included as a full-fledged workforce development team member. This will include attending staff meetings, opportunities to serve on intra- and interdepartmental teams, partnership teams with entities outside the city.
- Participation in the joint City/Chamber of Commerce Target Visitation Program. This retention/expansion program involves visiting large manufacturing companies to discuss retention and expansion issues. The Program Manager would discuss the results of this program to date and explain the necessary follow-up activities.
- Participation in a business attraction prospect meeting. The intern would work with the business attraction and retention staff to gain an understanding of Attraction Prospect preparation and follow-up.

5. Any other comments regarding the department's ability to provide a meaningful experience for the intern?

The department has a history of providing meaningful experiences for interns and many have subsequently worked for CEDD. The skills and interest of the interns fit particularly well with the specific projects/work assignments that are afforded the interns. Every effort is made to provide ongoing access to the department's top management. In addition, we have a number of former who can serve as mentors to the interns during the rotation.

6. List in order of preference the rotation period that is most desirable.

1. November 2001 to February 2002.
2. July 2001 to October 2001.
3. March 2002 to June 2002.



## City of Phoenix

TO: Ceil Pettle  
Budget and Research Director

Date: May 25, 2001

From: Harold L Hurtt, Police Chief

Subject: REQUEST TO INCLUDE THE POLICE DEPARTMENT IN THE MANAGEMENT INTERN DEPARTMENT ROTATION

The purpose of this memo is to request that the police chiefs office be included in the management intern rotation.

### 1. What can the intern learn from a rotation in the department?

- \* Gain an understanding that the importance of improving technology through the Capital Improvement Program is vital to improving customer service levels and to provide the equipment officers need to accomplish the police department's mission.
- \* Develop an understanding that a good working relationship between labor and management is critically important to resolving disputes that arise in the work environment.
- \* Develop the ability to work with a multitude of different types of the department's internal and external customers.
- \* Develop experience in conducting research, analyzing data, preparing a variety of reports, and implementing plans and programs department/division-wide.

### 2. Who will serve as the intern's immediate supervisor?

- \* The lieutenant in charge of the Office of Administration will be the intern's immediate supervisor. The department's executive staff will provide functional supervision on work assignments affecting their respective divisions.

### 3. What specific projects/work assignments will the intern perform?

The Police Department has been tasked with several projects that require additional administrative staffing in the Police Chief's Office. The intern will be involved with these projects and will:

- \* Assist with the development of several approved bond issue items such as a new CAD/MDT system, Coplink, facility renovations, and neighborhood police stations.
- \* Assist with research involving employee grievances, transfer issues, Unfair Labor Practices, hostile or problematic work environment issues, various personnel issues, misconduct and discipline issues, work patterns and practices so the Executive Staff can make informed decisions.

- \* Assist with developing and implementing crime suppression plans and programs for the various divisions within the police department.
- \* Assist with grant funding research, development, and coordination.
- \* Assist with researching and analyzing work and crime statistics.
- \* Assist with the preparation of various records and reports that are required to be completed by the different divisions within the police department.

**4. What enhanced experiences/activities will be provided for the intern in the department?**

- \* Liaison with community groups and leaders to further community-based policing efforts toward departmental goals. The intern will have the opportunity to work cooperatively and jointly with the Executive Staff and community members to provide quality seamless service.
- \* Liaison with various personnel assigned to the mayor's office, city council offices, and city manager's office on matters affecting the police department. The intern will also liaison with local, state and federal agencies in developing and maintaining partnerships with key authorities having department impact.
- \* Attend executive staff and department staff meetings to provide input and observe how decisions are made that affect the day-to-day operations of the department.
- \* Gain first hand knowledge of the inner workings of the department by working with various levels of command staff. This will afford the intern the opportunity to be exposed to the varied functions performed by the individual divisions that make up the department.
- \* The intern will observe first hand negotiations between labor and management that occur almost daily involving a wide range of issues that include grievances, transfers, unfair labor practices, and problematic work environments.

**5. Please list any other comments about the department's ability to provide a meaningful experience for the intern, and what the intern's assistance will mean to the department.**

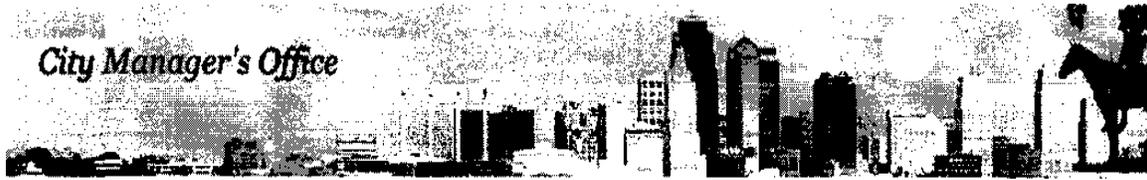
The executive staff, assigned to the police chief's office, consists of eight assistant chiefs and a division director. Each of these positions is responsible for a specific division within the police department. Each of these divisions carries out unique responsibilities by both sworn and civilian staff that enables the department to fulfill its service obligations to the community.

This assignment will give the intern the opportunity to become familiar with the many facets of the police department to include the crime lab, records and identification bureau, the patrol function, numerous detective details, employment services, planning and research bureau, fiscal management bureau, and the strategic management team. The intern will work closely with officers at every rank, as well as civilian personnel in constantly changing and diverse environments.

The police department will benefit from the additional resource the intern will provide to the executive staff. The intern will give valuable support to the assistant chiefs, which will free up their time enabling them to focus on meeting obligations to subordinates at all levels of the department and to the community.

**6. Please list in order of preference, the rotation period that is most desirable for your department.**

- \* Due to the complexity of the projects the intern will be involved with, it would be most beneficial to have the rotation period last a minimum of three months during either the first or second quarter of the fiscal year.



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**Qualifications and How to Apply**

**Office of the City Manager | Departmental Directors | Community Partners | Administrative Staff Internship Program | Action Center | City Communications Office | Office on Disabilities | City Budget KC-GO | Office of Emergency Management**

To be considered for the 2002–2003 class of the Cookingham Management Internship Program, interested applicants should have completed the required coursework for a master's in public administration (MPA) or similar discipline by June 2002 and must submit the following by February 1:

[Program Description](#)  
[Kansas City Government](#)  
[Living in Kansas City](#)  
[Past Interns](#)  
[Value added experiences](#)  
[Application Information](#)

- Resume and cover letter.
- One to two-page letter explaining career goals and what you hope to gain from and contribute to a public management internship with the city of Kansas City, Missouri, addressed to the L. P. Cookingham Management Intern Committee.
- Official undergraduate and graduate transcripts.
- Names, addresses, and phone numbers of three references, including that of a graduate adviser or instructor and a former work supervisor.
- Supplemental writing exercise no longer than two pages. Supplemental writing scenario.

**Please submit all application material by February 1 to:**

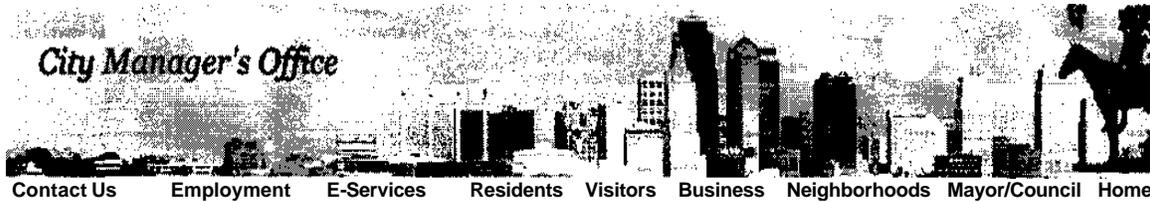
Attention L. P. Cookingham Internship

...  
 ...

For more information, or to obtain a packet including the above information about the internship program, please contact . . .

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## Internship Program Description

Office of the City Manager | Departmental Directors | Community Partners | Administrative Staff Internship Program | Action Center | City Communications Office | Office on Disabilities | City Budget KC-GO | Office of Emergency Management

### Departmental Rotations and Assignments

Cookingham Interns rotate through the City Manager's Office, Office of Management and Budget, and Public Works Departments. The rotations are scheduled in four-month increments from June - September, October - January, and February - May. During these rotations, interns work closely with departmental staff on a variety of projects. Examples of projects current Cookingham Interns are working on include:

[Program Description](#)  
[Kansas City Government](#)  
[Living in Kansas City](#)  
[Past Interns](#)  
[Value added experiences](#)  
[Application Information](#)

#### City Manager's Rotation:

- Organizing community hearings on Public Safety Capital Improvements
- Coordinating the City's application for the 'All American Cities Award'
- Participation on the City Charter Review Commission
- Participation in the revision of the city's contract administration system

#### Management and Budget Rotation:

- Analyzing departmental budgets.
- Researching performance measurement methodologies.
- Providing research and analysis support on tax effort and tax burden studies.
- Creating a city revenue manual.

#### Public Works Rotation:

- Managing the city's American Public Works Association Accreditation process.
- Collecting and processing information on deferred maintenance.
- Providing support to the City Competitiveness and Efficiency initiatives.

### Additional Rotational Opportunities

As a Cookingham intern, you will also have the opportunity to rotate through an additional department of particular interest to you. The emphasis of the internship program is on the experience you will gain in the three established rotations. If, however, you have a particular interest in city planning, neighborhood services, or another department, a customized rotation schedule can be established for you to gain the full breadth of experience that you seek.

### City Meetings and Tours

One of the most important features of the internship program is the opportunity it offers to view local government in action. As a Cookingham Intern, you will be encouraged to attend a variety of high-level meetings and events so that you can observe the decision-making process in action. During these meetings, you may observe the city manager and the mayor discussing the budget or the assistant city

manager explain a new city-wide project to the city's department directors. Observing these processes will help you to develop a comprehensive understanding of how decisions are made in municipal government.

In addition to these projects and meetings, interns tour city facilities. Interns are best able to understand the vast array of programs and services the City provides by visiting city sites. A list of potential field trips and contact names will be provided to the interns. Potential excursions include visits to water treatment plants, ride-alongs with city police, and visits to neighborhood centers. In addition to city-run operations, interns are encouraged to visit other Kansas City sites.

### **Meetings with Community Leaders**

It has been a long tradition for Cookingham interns to meet with civic, local government, business, political, and other leaders from the Kansas City area for lunch to discuss their areas of interest and expertise. This is a great opportunity to learn about Kansas City while making contact with influential people throughout the community. At least two intern lunches are to be arranged during each rotation. A list of community leaders and contact information will be provided to the interns.

### **Group Project**

While working in the rotations, the interns will select and design a yearlong project that will significantly impact Kansas City, Missouri, government. The city manager, assistant city managers, and department directors may provide guidance and ideas for project selection. This project provides interns with an opportunity to work together on a project of specific interest to them.

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## Supplemental Writing Exercise

[Office of the City Manager](#) | [Departmental Directors](#) | [Community Partners](#) |  
[Administrative Staff Internship Program](#) | [Action Center](#) | [City Communications Office](#) |  
[Office on Disabilities](#) | [City Budget KC-GO](#) | [Office of Emergency Management](#)

### 2002–2003 L. P. Cookingham Management Internship Program City of Kansas City, Missouri

#### Exercise Instructions

1. Read all of the provided information and carefully follow the instructions below.
2. All information necessary to respond to this exercise is included in the text below. It is NOT necessary to contact the city of Kansas City or any other agency or party. Neither calculation nor outside research will be necessary to complete this exercise.
3. Your response should NOT be longer than two, typewritten pages, single spaced.
4. Please place your full name in the top, right corner of each page of your response.
5. Your response must be submitted along with the other required application materials.

#### Situation

City Council Member Silvia Fox called the City Manager's Office today regarding a citizen complaint received by her office this week about a special assessment fee levied against one of her constituents, Ms. Georgia Moobit. Councilwoman Fox told the City Manager to exempt Ms. Moobit's property and waive the assessment fee.

The City is experiencing a great deal of growth in its northeastern section. In order to provide the necessary infrastructure to support several planned developments in that area, the City extended its current water and wastewater system. Ms. Moobit owns 38 acres of agricultural land on the eastern edge of the city. A 20" waterline extension runs through the northern portion of Ms. Moobit's land. Ms. Moobit's land does not receive water or wastewater service from the City; however, she has the opportunity to connect at any future point.

According to Ordinance #070922, "any parcel, tract, or lot abutting or served by the water main shall be assessed a fee of \$23 per fronted foot." This ordinance does not allow for any exceptions or categories of exemption from the assessment guidelines. Following these provisions, Ms. Moobit was levied a special assessment fee for the portion of waterlines that cross her property totaling \$66,000.

Ms. Moobit said, "she does not use City water and has no intention to ever connect to the water main." She feels the fee is unfair and that the ordinance provisions were created without considering the interest of large land owners. Ms. Moobit claims that in order to pay the fee she would have to sell the 38 acre family farm. She stated that, "the City has no right to force her to sell her land by levying such enormous fees."

Considering the situation above and the facts involved, please draft a response from the City Manager to Councilwoman Fox regarding Ms. Moobit's complaint and the councilwoman's request. You may respond however you deem appropriate.



### Management Intern Written Questions and Exercise

These questions are designed to test your writing and computer skills, as well as the way you may approach assigned projects. You will be given one hour to complete the three questions.

Please follow these steps:

- 1) Draft your answers to the questions on the computer in Microsoft Word.
- 2) Save your documents on the floppy disk provided (drive A). **BE SURE TO WRITE YOUR NAME ON THE FLOPPY DISK!**
- 3) Print your documents using the printer and paper provided.
- 4) Place your printed documents and disk in the envelope provided. **PLEASE BE SURE THAT THE LABEL ON THE ENVELOPE STATES YOUR NAME!** If you are not given an envelope with your name on it, please inform the reception desk and ask for Hung Sa Kloeung. If you finish before the allotted time, please return to the reception desk.

**Question 1:** The mayor would like to offer a new program, a series of training classes for citizens that would educate them about how local government works, its major operations and key issues facing the community. The classes also may be used as a method of obtaining citizens' opinions regarding policy decisions. The mayor would like participants, upon completing the course, to have adequate background knowledge to be able to serve effectively on boards, commissions or the Town Council and assume leadership roles in Queen Creek.

Please draft an outline for planning the proposed program. The following questions may be used as a guide, but you are not required to answer or address them all. The emphasis placed upon each question and the amount of detail you provide is a matter of your choice and the time limitation of this exercise.

- How often should the classes be offered?
- What topics should be covered? In what order should they be offered?
- Who should teach the classes? What are some possible sources for speakers?
- What activities might help improve understanding?
- What items need to be budgeted for? What should the program budget be?
- Who should attend and how should they be invited?
- How should the class be publicized?
- How should "graduates" be honored and recognized upon completion of the program?

**Question 2:** Please describe a situation/assignment in which you had to use inter-department or inter-agency teamwork to resolve a problem.

**Question 3:** As the management intern, you might be given assignments from different departments. For example, pretend your current assignments include writing a press release regarding an event occurring in two weeks, researching and writing a report on economic development strategies used by small communities, and assisting a citizen activist who is in the lobby and is requesting an explanation regarding an item on the upcoming Town Council agenda. Which of these three tasks would you do first, second and third? Please explain your choices.

# Mentoring: Philosophy and Practice

*Each of us comes for a short visit, not knowing why, yet sometimes seeming to divine a purpose. From this standpoint in daily life, however, there is one thing we do know: that man is here for the sake of men—above all, for those upon whose smile and well-being our own happiness depends, and so for the countless unknown souls with whose fate we are connected by a bond of sympathy. Many times a day, I realize how much my own inner life is built on the labors of my fellow men, both living and dead, and how earnestly I must exert myself in order to give in return as much as I have received.*

—ALBERT EINSTEIN

**Leaders  
Must  
Keep Their  
Minds and  
Eyes on the  
Future**

**George A.  
Carvalho  
And  
Terri Maus**

**A**s we in local government look to the twenty-first century, we realize that we will continue to be faced with innumerable challenges. These include providing municipal services with less financial support; addressing multi-faceted societal issues; and the growing diversity and increasing needs of the communities we serve. The leaders of tomorrow must be uniquely prepared to address the known and unknown challenges that lie ahead. Leaders of today, thus, must be able to work on the daily tasks of running a locality and must at the same time keep their minds and eyes on the future or on the "big picture." They must be able to pass this sense of balance on to their mentees. It is our responsibility as today's leaders, however, to share the knowledge and wisdom that we have developed through our successes and failures with the leaders of tomorrow, so that they can effectively guide us well into the next century and beyond.

Today, many products and services are available for professional and personal growth. Unfortunately, an important component is missing from these approaches: an individualized, one-to-one environment for the exchange of experience and wisdom—mentoring. The term "mentor" dates back to ancient Greece, when Odysseus first entrusted his friend, Mentor, with the education of his son Telemachus as Odysseus embarked on a lengthy voyage. By capitalizing on Mentor's teachings, Telemachus was better equipped to meet the challenges he faced throughout life. Today, though we may not immediately recognize the fact, such mentoring practices are at work in virtually every facet of our lives. However, the degree to which mentoring is practiced, formally or informally, within present-day public organizations varies dramatically.

There are two distinct types of mentoring programs within public organizations today: formal and informal. Formal programs are those structured and initiated by the organization itself. Typically, those organizations that provide for such programs have made a strong commitment to the growth of the individual and place a high value on training and professional development.

Informal relationships tend to prosper and flourish in organizations that hold the value of the individual in high regard and that make a corresponding commitment to ongoing training and professional development. Typically, as a result of the continued support for growth opportunities and open lines of communication throughout the organization, those with shared interests or complementary traits come together, and a mentor/mentee relationship begins to evolve.

### **The Nature of the Animal**

Mentoring constitutes a unique and personal relationship between two

people: one who has achieved a certain level of experience and one who is aspiring to a higher level. Most mentoring relationships evolve slowly and involve an informal or unspoken commitment of support that the mentor has offered and the mentee has accepted. The relationship often develops when two individuals' personal and professional needs meet on a common ground and the two discover an affinity for each other.

Key to a mentor's legacy is the ability to aid in developing excellent life skills and instilling in the mentee a sense of personal responsibility, respect for others, courage, preparedness, an ideal of always giving one's best effort, constantly improving skills, and remembering the ever-important follow-through. The desired result of mentoring is not simply that the mentee achieves his or her ultimate career goal but also that he or she aids in the process of guiding and growing together. Both the mentor and the mentee benefit from the dynamic interaction as ideas are supported and successes are shared over the life of the mentoring relationship.

For those who seek a mentor, the overriding need is to find someone to guide them over the rough spots, the uncertainties, and the overt professional obstacles that the mentor has encountered earlier. Mentors, through years of experience, truly can help their mentees by sharing with them stories of experiences they have had over the years. An effective mentor provides the mentee with a true sense of what it feels like to be in his or her position.

As the saying goes, "Experience is the best teacher." It is only through the act of doing that one truly learns, understands, gains self-confidence, and appreciates the value of a lesson. While a mentor allows the mentee to learn by doing and perhaps by making mistakes, the effective mentor is there to applaud the effort and to

foster a positive environment in which the mentee can continue to grow and learn.

A story is told about a young man who worked in the early days of IBM. He pursued a project that ultimately failed, and the company lost \$1 million, so he met with the president and submitted his resignation. The president refused to accept the resignation, saying that he had just spent \$1 million training and educating the young man and therefore did not want to lose this investment.

As a result of sharing experiences, it is hoped that mentees will learn the value of risk taking, that they will make a commitment also to share their experiences with those around them and will learn to relate to people empathetically. Mentor relationships have the greatest potential to develop the future leaders within our public agencies.

### **In Santa Clarita**

The city of Santa Clarita, as an organization, always has taken pride in its humanistic approach to management and in the genuine belief that people are its greatest resource. For this reason, a great deal of emphasis is placed on the training and grooming of individuals who aspire to careers in management. Great care is taken with interns and younger staff members to ensure that they perfect their current duties, as well as adequately anticipate and prepare for the demands they may face years later, along their career paths. This preparation takes place in both formal and informal settings.

On a formal basis, interns within the organization are assigned to every department and report to the department heads. The day-to-day duties of an intern typically are overseen by an assistant. This arrangement serves a dual purpose: providing the assistant with additional supervisory experience while giving the intern direct and immediate ac-

cess to staff. As a policy, interns handle significant projects, which entail interaction with all levels of the organization, as well as extensive community outreach. They are included routinely in all management-level meetings and are encouraged to "shadow" their mentors or others in the organization who they believe possess the qualities they need to develop personally.

Interns should by no means be considered the "gophers" within an organization. Rather, interns should be viewed as individuals with great potential who often bring with them cutting-edge technological capabilities and the most recent academic resources and trends. Interns and the young people of today entering our organizations also bring with them a wealth of information, dynamism, and energy that can invigorate any organization. Experience shows that some common characteristics are critical to cultivating a good mentor/mentee relationship.

**Tips for the Mentor**

**Practice inclusion.** There must be an ongoing bias on the part of the mentor to include the mentee continually in activities. Often, the greatest lessons are learned through observation. Mentees want to observe directly as a mentor handles situations, both positive and negative. They want to hear the negotiations, sense the tension, watch the reactions, and later join in discussing the strategy that led to the final outcome.

**Be patient and persevere.** To be a good mentor, one must be patient and persevere. Remember that people often learn from failure. Good mentors know that sometimes their mentee may fail, yet they do not invoke penalties for these failures. Penalizing dampens the spirit and the initiative to take risks, both of which are necessary components in a trust-

**"If you want one year of prosperity, grow grain.**

**If you want 10 years of prosperity, grow trees.**

**If you want 100 years of prosperity, grow people."**

—CHESERO/EB

ing relationship. Steven Covey's note in *Principle-Centered Leadership* says that "... a key characteristic for effective leaders is the belief and faith in other people." Mentors must keep the faith, work with their mentees, and continue to develop them to the best of their abilities.

**Have mutual respect.** Good mentors treat their mentees with kindness, respect, and honesty. These traits are reflected in how mentors communicate, provide feedback, and give instructions. Effective mentors pay close attention to the human needs of their mentees and consistently treat them in a professional manner that preserves their dignity.

**Enjoy others' successes.** Good mentors are not fearful of the capabilities of their mentees. Rather, they take pride and glory in them. As a coach takes pride in the success of the team, so too should the mentor take pride in the accomplishments, both today and in the future, of the mentees. No accomplishment in a true mentor/mentee relationship is exclusive to either individual.

**Sow the seed.** The relationship fostered between the mentor and the

mentee can be a lifelong process. It may be an opportunity for the mentee to assist the mentor in "sharpening the saw," a process suggested by Steven Covey for staying current in our ever-changing world. It also is a way for mentors to train and develop personnel who are then able to do "missionary" work to spread this leadership style in other organizations with their own staffs. Thus, the seed is sown and may continue to germinate for years, offering opportunities for the mentoring movement to prosper and grow.

**Tips for the Mentee**

**Select a good boss.** This is not as easy as it sounds. A mentee must develop his/her own personal vision of what he/she wishes to achieve and also must identify the mentor traits and characteristics needed to achieve that vision. Once mentees have done this preparation, they must begin the difficult process of searching out mentors who possess such qualities.

However, a mentor/mentee relationship is not quite so scientific as this may imply. In short, a prospective mentee may want to find the best person in the field and go work for him or her. There also must be a special rapport and affinity for each other that allows a relationship to develop and fosters the commitment of both individuals.

**Create time to be with your mentor.** Mentors are typically busy people. Therefore, mentees cannot reasonably expect to have time exclusively dedicated to them on a consistent basis. Rather, the mentee must be persistent and creative and must take the initiative to interact with the mentor in every available instance.

Those who are being counseled should not feel cheated if their counselors have not set aside formal time for them. The mentee should take the initiative to create periods of time together in informal settings. A great

deal of learning can take place over a quick cup of coffee, while attending an evening meeting with a mentor, or during a ride to the airport.

**Learn to ask.** An effective mentee consistently will ask questions of his or her tutor to receive feedback and to solicit new ideas. Tomorrow's leaders will ask key stakeholders for ideas and for their opinions in order to have all information at their disposal. This step is especially important in developing the conceptual skills necessary to create a vision for the organization and the community. Mentees must be curious and continually seek as much information as they can.

**Develop the ability to relate to all kinds of people.** Mentors typically have achieved a particular status in

organizations because of their ability to interact with all types of people in all types of situations. Communities are increasingly diverse, and developing a comfort level for dealing with this diversity is essential. Mentees must become chameleon-like, develop the ability to perform in all environments, and forge links within organizations—They, also must remain receptive to all information that may originate outside of their safe environments and take pleasure in new experiences and fresh ideas.

**Observe.** Mentees must take it upon themselves to become part of projects in which they have the chance to observe processes from start to finish. Sharpen listening skills, take notes, and reflect on day-to-day activities. Review the mentor's calendar often, and request the opportunity to accompany others to meetings, events, and seminars so as to observe them in a variety of settings.

**Have a sense of humor (and hope that the mentor does, too).** The ability to laugh at themselves is essential for mentees, who are typically young and just learning the ropes. People around them anticipate that they will make mistakes. While mentees cannot necessarily anticipate or control the outcome of a situation, they can plan and control their own reactions. Often, the only way to respond and demonstrate maturity is to find the humor in a situation and develop the ability to laugh at oneself. Using humor is an effective strategy for maintaining a positive attitude in the face of adverse situations.

**Just do it.** As Arnold Schwarzenegger once said, "No one ever got muscles by watching me lift weights." The mentee needs to take on projects, no matter how big or small, and just do them. Everything should be considered a learning experience that a person will pass on someday to those he/she mentors.

## Summary

Future leaders will face different and, in many ways, more complex demands than the leaders of today. They will have less control over their activities and personnel. This situation will call for more collaboration and for the use of technology to gather information, perform analysis, and provide direction. Organizations will continue to downsize and reengineer; there will be less staff support; workloads will more than likely increase; and the pace of change will continue to accelerate. Human services demands will continue to rise at a rate greater than government's ability to meet them.

Given the anticipated rate of change, the diversity of communities, and the complexity of issues, mentors also must instill in tomorrow's leaders core values that will be needed in tough times and the talent for balancing day-to-day pressures with their long-term visions for the future. Mentors also must realize that the greatest legacies that they can leave their pupils are an unquenchable desire to learn continually and a passion to serve those in communities in the best way they know how. Mentees must ready themselves for the challenge and must develop profiles of the types of leaders they want to be. They also must realize that they cannot rely solely on their mentors; they also will need to reach out to others and ask for additional input toward attaining their personal visions.

It is critical for the leaders of today to remember to be committed to their roles as mentors, fostering effective leaders. Of all the things that we do to enhance our communal future, there is no greater task than this one. ED

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April 2002

## Local Government Internships

*Craig P. Donovan and James  
Garnett*

Looking back on his own career in public service, Calvin Jamison, now city manager of Richmond, Virginia, knew that his own experiences as an intern had been important in shaping his future. That is why, early on in his time with the city, he started just such a program himself.

“Interns bring a tremendous sense of enthusiasm with them,” says Dr. Jamison. “Wherever they work, interns help to infuse a tremendous amount of energy into our regular staff. As a former intern myself, I saw not only an obligation to extend internship opportunities but also an opportunity to recruit some of the top people in the state to our city government.”

Richmond’s internship program, which was begun five years ago, operates primarily in the summer months, offering six to 10 positions each year to current students from programs around the state. “We have paid positions available for both undergraduates and graduate students,” says Dr. Jamison. “It is a competitive system,” he goes on to say. “We have three or four good applicants for every position we can offer.”

As in most such programs, admission is a multistep process, beginning with city departments’ preparing statements of need for the number of interns they would use, along with the duties and types of backgrounds needed. This information is advertised at schools around the state, and then positions are matched against the information provided by applicants. Ultimately, students are reviewed by a program adviser and by department supervisors, who make the final selections.

### **Capital City Fellows Program**

In our nation’s capital, Mayor Anthony Williams was speaking one day when he made reference to a need to get “the best and the brightest into our city government.” At that instant, he did not have anything specific in mind, but shortly thereafter he was contacted by faculty members from some of the local colleges, asking about just how he meant to fill this need he had identified.

Over the next few months, through some careful planning

between the mayor and his staff, came the Capital City Fellows Program (the CCFP). Fellows are postgraduate interns who are granted two-year appointments within city government. Following the model of the federal government's Presidential Management Interns, CCFP Fellows receive an initial appointment at the DS-11/1 level (currently paying more than \$36,000 annually), then progress to DS-12/1 (\$43,000+) in their second year, while receiving the same benefits as other city employees.

Each fellow rotates across a series of positions usually lasting six months per appointment in a variety of city offices, based on need and interests. The program looks to offer seven to 10 opportunities annually. "Our Fellows find the environment exciting, the work challenging, and the people inspiring," says Mayor Williams.

The program now is under the direction of Errol Arthur, program manager for CCFP within the Center for Workforce Development, and he sums up the program: "As the mayor said, these people [the CFPP Fellows] are some of the best and the brightest, and we're pleased they have chosen to be a part of the District."

### **Creating and Maintaining an Internship Program**

But what about your local government? Developing a successful internship program is much more than just a matter of a quick decision and a few calls to local colleges. For instance, take into account these reasons why your organization can and should consider having an internship program.

**Succession planning.** Using interns in an organization becomes a system for screening potential employees. Many firms, agencies, and other kinds of organizations find that individuals who have proven to be top-performing interns also eventually make top-performing employees. Interns already know the ropes and routine in that organization. They probably know something about the kind of work to be done and have established working relationships with a number of employees.

An internship is like a probationary period for a prospective employee, without most of the tension and pressure. Even if an intern doesn't end up working for that same organization, a positive experience with that organization makes them a walking, talking advertisement for that company or agency.

**Temporary help.** Internships also can serve as low-cost sources of additional people power for an organization. There is no shame in an

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organization's needing and wanting recently educated, eager, low-cost help. Because many organizations lack enough employees, or enough trained employees, to handle certain projects or tasks, employers often turn to interns. Having recourse to interns makes for valuable opportunities for work experience and learning. Interns shouldn't be seen, however, as virtual replacements for needed regular workers. Such an attitude puts too heavy a burden on interns to carry the load and makes scarcer the number of regular employees from whom interns can learn.

**Linkages.** Interns who are members of academic institutions help employers to form links with these schools and with all of the schools' resources as well. Some business firms, government agencies, and nonprofit organizations use internships to forge broader, long-lasting relationships with schools, which can branch out into training, research, degree programs, and the like.

**Learning.** Finally, internships are learning experiences for both parties. Regular employees can often learn much from interns, who can provide different knowledge, skills, and perspectives without the costs of hiring new employees.

While you can simply advertise for interns directly, the most common approach is to develop such a program in conjunction with one or more schools. Working with schools gives employers a partner in dealing with the interns. This partnership can help employers manage the overall internship program, prepare employees to serve as effective intern supervisors, and deal with internship issues as they arise. Partnerships help interns, too. If an intern receives some form of academic credit for her experiences, this credit can serve as an extra motivator.

Affiliations with schools help to ensure that standards will be maintained, that the internship experience will truly be a mutually beneficial arrangement and not an exploitative one. Employers may even receive some financial and legal benefits. For example, they may be able to deduct all or a portion of the costs of their internship program and interns, and of course employers will likely be paying for any work their interns do at less than market rates.

If you think you want to look at starting an internship program, begin by conducting an internship readiness review. Here is a series of questions you need to answer to ensure that you and your organization understand what you are undertaking and that you have all the necessary components in place to maintain a successful program.

### **Are You Ready for an Internship Program?**

1. *Do you have top management support?* Any project is only as good as its supporters. Does creating and operating an internship program have

the support and backing of the organization's top people? Having interns is not a costly or time-consuming endeavor in itself, but, like anything else, it does involve using some resources and introducing some change. Neither is likely to happen or work out well without good support from above and below.

*2. Do you have people who can commit themselves to working with interns?* A successful internship program requires various key people, including an internship program coordinator and intern supervisors. If an organization is hosting more than one intern at a time or expects to have interns on an ongoing basis, then it only makes sense to have an internship program coordinator, someone who oversees the organization's overall internship program as part of his regular job duties. This coordinator is the go-to person for the schools', interns', and organization's intern supervisors.

The organization's intern supervisors are the real keys to making internships successful. Who is going to select the staff who will serve as supervisors? Which people have the "right stuff" to be good intern supervisors? Because an internship is a learning experience, being a supervisor requires someone with the time, energy, and willingness to offer the kind of guidance and mentoring needed. Even then, will the organization give supervisors the support they need to develop and maximize both the intern and the intern's contributions to the firm? Will the organization perceive service as an intern supervisor as a valuable function or as an ignored burden?

*3. Do you know where you need and want interns?* Employers should be thinking about where interns are most needed. They need to decide where, on what projects, and in what areas an internship would be of the most value to the employer (and to the intern). Employers also need to determine whether good potential supervisors are available in the locations targeted as places where interns are needed. If there is no real need for extra help at the level an intern can provide, the internship may end up just being busywork and a waste of time.

What about timing? Are there particular times of the year when interns would be more or less valuable? Or could they be used year-round, as available? Is the work process-oriented (for example, manufacturing or product testing), or is it more project oriented, meaning that interns could take on specific projects or parts of projects over time? Do you want an in-school internship or a postgraduate program?

Some organizations do quite well by having interns rotate across departments in a rather systematic way on a regular schedule. Other programs are more free-flowing, allowing interns to work on tasks and projects as they arise. Either approach can work, as long as the

emphasis is on providing interns with a diverse, rich learning experience. And either approach can fail, if interns are an afterthought.

4. *Can you afford interns?* What financial resources are available for the internship program? First and foremost is the question of whether to pay interns. Although employers usually have no legal obligation to pay interns, in many fields (such as finance, engineering, and information technology), good people are at a premium. Employers may have to pay to get good interns. In other cases, interns may get no pay but do receive travel and tuition expenses.

Employers also need to know what the competition pays, to remain competitive on intern pay and benefits. Potential expenses include the following:

- Pay, benefits, or reimbursements for interns (may include tuition).
- Salary or extra pay for the internship coordinator.
- Extra pay or perks for intern supervisors.
- Orientation and other training costs.
- Printing of brochures, handbooks, or other materials.
- Field trips, tours, and other enrichment activities for interns.

### **Start or Don't Start a Program?**

The next step in the process is to make a specific go or no-go decision. After looking at all of the factors in the internship readiness review, your organization needs to decide whether running an intern program makes sense. Such a decision is best arrived at after lots of discussion and consultation with all parties involved.

Remember that a “one size fits all” approach doesn't suit internship programs. Organizations can ease into their internship programs or can go at full tilt. Options include the following:

- Trial run (small-scale effort). Organizations that choose this option place one or two interns at a time in selected departments, depending on need and on supervisors' interest and ability. Other features of this option are a limited or informal orientation, primarily on-the-job training, and a reliance on the school's evaluation system.
- Gung-ho effort (comprehensive internship program). Organizations launch a multi-intern, multidepartmental program with an overall internship program coordinator; assign and train supervisors; conduct orientation and training sessions; and use their own evaluation system—in other words, the works!

This decision isn't an either/or choice. Different degrees of size, scope, expense, and quality fall in between these extremes. Many employers take the incremental approach, starting small but carefully, then building up and refining their internship program over time.

### **Proceed with Due Diligence**

After deciding to proceed, employers must take several other important steps to get the internship up and running. These steps will include doing some research on internships, developing descriptions of what the intern position entails, getting the infrastructure in place, and recruiting interns.

1. *Do your homework.* Even if organizations haven't done this when considering whether to attempt an internship program, they should do some homework of their own before trying to get any interns.

Find out what other employers in the same region and industry are doing regarding internships. Where do they get their interns? What do the interns do? In what form, and how much, are they paid? What types of orientations and other training sessions are used? This homework can be done via visits, interviews, phone calls, Internet searches, library searches, and the like.

Do some investigating into the schools or other sources that might likely supply interns. What kinds of students do they have (younger/older, undergraduate/graduate, liberal arts/specialized)? What academic programs are offered? Are internships required? Are there other ways to pay for interns, such as federal work/study programs? Do schools have internship agreements or learning contracts to draw upon? Do they have any position descriptions? Are controls in place to make sure that interns are prepared, receive advice, and get evaluated?

2. *Develop a position description.* A next step is to write a semiformal position description. Here is one of the first points at which academic partners can help. If employers are working with one or more schools, they should consult them. A school may have a central office for career services or for experiential education that oversees all internships. Although virtually all schools have a career center, some internships are handled by individual departments.

So, an employer looking for someone with writing skills should check with the communication, journalism, or English department. Nearly all business, health, and public administration programs have strong internship programs that send students to business, government, and nonprofit organizations. Programs in social work, counseling, architecture, and computer science typically have internships of some type.

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Position descriptions for interns require a different focus from that of regular job descriptions. Specifically, because internships are educational experiences first and foremost, the primary focus of the position description should be on what interns will do during their internships (types of projects, tasks, and activities) and on what they will learn (knowledge and skills acquired). An important but secondary focus should be on:

- Qualifications needed for interns (skills and knowledge the employer wants).
- Hours and work routine (days and hours required, location of workplace).
- Compensation (pay, benefits, tuition, expenses paid).

3. *Cross the t's and dot the i's.* It is strongly recommended that employers get their house in order before recruiting interns. After doing this, employers don't have to scurry around when the interns are already there; having the pieces in place helps recruit interns, too. Interns, especially the informed, active ones most worth having, are attracted to organizations that are well prepared to take them. These are some helpful actions for employers who need to get their house in order:

- Decide who will have overall responsibility for the internship program.
- Recruit and train supervisors.
- Develop an orientation program.
- Make arrangements to see that interns are compensated.
- Make sure the legal issues are being addressed. Legal issues may arise with interns just as they can with any other workers. Employers should consult their attorneys early on, to ensure that they're on sound legal ground on such issues as employment status and liability.

### **Recruit, Select, and Go!**

If you have followed the above steps, you are ready to begin your recruitment efforts. Here again, your school partners can be of great assistance in developing a set of recruiting practices that will help you to attract the best possible candidates. From this pool, you then can operate your selection process, and voila! You will have a well-thought-out, well-prepared, and well-running internship program.

Hosting interns means far more than just grabbing up cheap or free labor. Internships have become the "farm systems" for many highly successful organizations in the business, government, and nonprofit sectors. Internships often attract the best and brightest students, give

them a taste of the workplace, and, if the experience is positive, motivate them to stay on in a longer-term capacity.

Internships build goodwill for the employer, forge links to other resources, and help keep an organization learning and growing. If internships and interns are taken seriously, the rewards are many for the interns, for your regular employees, and for the organization as a whole.

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**Contact Information**

Information on Richmond, Virginia's, internship program is available by sending an e-mail message to [cdjamison@ci.richmond.va.us](mailto:cdjamison@ci.richmond.va.us).

Information about the Washington, D.C., Capital City Fellows Program is available at [www.dcop.dcgov.org](http://www.dcop.dcgov.org).