

ITMA XIV Introduction

The ITMA XIV class developed this framework toolkit to help State agencies implement an Internship Program.

The framework toolkit consists of three modules focusing on the university, the student intern and the State agency.

- The Manager's Toolkit focuses on providing the State manager with the tools and guidelines to screen and hire a student intern, to orient the intern on State work processes and expectations, to manage and measure the work the intern performs, and to develop the interns skill set.
- The Recruitment Toolkit contains the templates and tips to actively recruit university students into the Internship Program.
- The Intern Toolkit provides the student intern with guidelines to improve their skills and to set and meet performance expectations.

It is the intent of this toolkit to provide the necessary templates and guidelines that will allow any State entity to implement an internship framework. The documents are in a generic format and are expected to be modified to meet the needs of each individual organization. Each module may be leveraged individually, however it is expected that the State manager would need to leverage all three modules.





ITMA Framework

Information Technology Internship Program

I. Executive Summary

With approximately 40% of the State's aging workforce eligible to retire within three to five years, State of California Information Technology (IT) leaders face an unprecedented challenge; how to fill the vacancies produced by the retiring workforce. There is an urgent need to expedite the filling of positions as they become vacant.

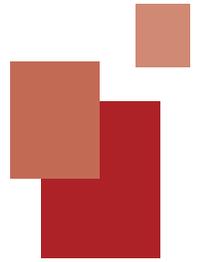
The Information Technology Managers Academy (ITMA) XIV recognizes this need and proposes a partial, yet viable means to facilitate the filling of these vacancies by developing an Intern program. This program allows students from the California State University, Sacramento, or University California, Davis, or University of the Pacific enrolled in IT-related coursework to serve in an internship position with the State of California. Upon successful completion of both a 4-year degree in IT-related coursework and the internship program, students automatically move into permanent state employment without the requirement of an exam. ITMA XIV recognizes that this program differs from current means of hiring employees, but feels that this avenue provides organizations a tool to decrease vacancy rates.

II. Background

Information Technology staff recruitment and retention continues to be a critical need for all California state agencies. The current workforce is predominantly comprised of state employees transferring or promoting within state government. State recruiters compete with the private sector where job compensation often exceeds that of entry-level state IT jobs.

The ITMA XIV class conducted a survey of State Chief Information Officers to determine if an IT Internship Program would assist IT managers with recruiting and hiring new permanent IT staff into state service. A significant majority of the surveys received indicated a need for an IT Internship Program. Stakeholders further indicated that all IT skill sets are critical for meeting and better addressing business needs.

It is critical to formulate a strategy to recruit new IT workers, train new staff to transition the state's information systems to newer technologies and maintain legacy systems. It is imperative that the retiring workforce transfers the accumulated institutional knowledge to the incoming workforce.



ITMA Framework

Information Technology Internship Program

III. Current Process

The current state Student Assistant and Graduate Student Assistant classifications provide few opportunities for graduating seniors to successfully transition into state service. The State Student Assistant and Graduate Student Assistant class provides a means of part-time or temporary employment whereby students receive on-the-job instruction and perform work that provides practical experience in their field of study. They also develop familiarity with the laws and programs administered by the State of California. This classification is not intended to be and cannot be used for transition into permanent employment.

These challenges, coupled with the current examination and appointment processes, demand revitalized IT recruitment efforts if the state expects to continue to operate and compete as a successful business entity in the coming years.

IV. Proposal

To support IT recruitment efforts and align with the State IT Strategic Plan, Goal 5, Objective 3, Action 1, the ITMA Class XIV will develop an Internship Program framework and corresponding modules. ITMA XIV intends to research, document, and deliver specific deliverables for this project. These deliverables support the Statewide Workforce and Succession Planning Workgroup effort and other statewide task forces focused in this area.

The proposed program provides qualified college students a method to enter state service and offers state IT managers a recruitment tool to attract, evaluate, and hire new IT staff. Thus, creating an alternative to succession planning efforts.

The Program serves as an entry level opportunity to provide permanent employment in various IT areas. Interns will receive salary and benefits equivalent to that of an entry level state classification.

Under supervision, incumbents perform work of average difficulty in analytical studies for the support, development, installation, implementation, or procurement of IT systems, and teleprocessing networks and/or systems.

Interns are guided by two inter-related goals:

- An opportunity to participate in and perform technology related work to further an IT career in state government.
- Continue to follow and adhere to a rigorous academic plan of study within the IT field.



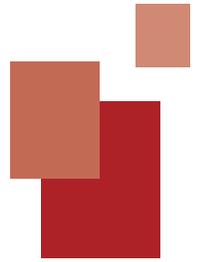
ITMA Framework

Information Technology Internship Program

A. Program Admission Requirements

Prospective candidates are required to apply for the Program during the final quarter/semester of the junior year at a university. Applicants must meet the following criteria and/or provide:

- Enrollment in the California State University, Sacramento; the University California, Davis; or the University of the Pacific in IT-related coursework as specified by State Personnel Board Information Systems Analyst Series class specifications;
- Per State Personnel Board Information Systems Analyst Series class specifications, a student must complete at least 60 semester or 90 quarter units at a recognized university, of which 12 semester or 18 quarter units are comprised of IT-related coursework based on the institutional requirements of the university, with one year of coursework remaining prior to graduation within a recognized IT degree program;
- Have a minimum cumulative grade point average (GPA) of 3.0 on a 4.0 scale or 3.25 in the last 60 undergraduate units and good academic standing with the university;
- Must be a U.S. citizen or a legal resident and eligible to work in this country as determined by the U.S. Immigration Laws;
- A clearly written statement of qualifications for pursuing this program. This statement should explain the applicant's career and academic goals;
- Three letters of recommendation indicating the applicant's abilities and potential for completing the program successfully. These letters should assess the student's abilities to perform well in academic courses, to conduct research independently, to express ideas well in writing and orally, and to think critically, analytically and creatively;
- An official transcript from each college and university attended;
- All application materials must be received before the evaluation begins;
- Must pass a background check if the organization requires it as a condition of employment.



ITMA Framework

Information Technology Internship Program

B. The Intern Position

Interns will be assigned tasks and responsibilities equivalent to their classification and functional areas. Each intern receives on-the-job training as specified in their job description. The intern will be assigned a mentor for the duration of the Program. The mentor will provide leadership and guidance to help the intern achieve successful Program completion.

Essential functions might include, but are not limited to those specified in Competitive Rating Factors-Critical Class Requirements, Section 511 B.

- Analyze information and situations, identify and solve problems, reason logically, and draw valid conclusions;
- Develop effective solutions;
- Apply creative thinking in the design of methods of processing information with information technology systems;
- Monitor and resolve problems with information technology systems hardware, software, and processes;
- Establish and maintain effective working relationships with others;
- Communicate effectively.





ITMA Framework

C. Measurements And Assessments

The intern will be placed on a one-year assessment period consisting of three evaluations in collaboration with the intern's university recruiter, manager, and mentor. Essential functions as identified in the duty statement must be satisfactorily performed in order to successfully complete the Program. Performance objectives will be assessed against the following components:

- Three assessments (Report of Performance for Probationary Employee STD 636);
- 4-Year IT related college degree.

At any time during the Program if performance is not satisfactory, a corrective action plan is developed. If performance is not improved in the agreed upon time frame, the intern will be formally advised of termination from the Program per standard state disciplinary processes.

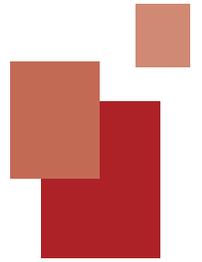
D. Obtain Permanent State Employment

Interns considered for permanent State employment are required to meet the following criteria:

- Successful completion and graduation from the California State University of Sacramento, University of Davis, or University of the Pacific with an IT degree;
- A culminating GPA of 3.0 or 3.25 in the last 60 undergraduate units or better, and good academic standing with the participating university;
- Completion of a minimum of 960 work hours during the program, including three successful assessment reports prepared for every 320 hours completed by the Intern.

E. Conclusion

The Program provides organizations an effective outreach tool to attract qualified and motivated students to state service. The Program's intended alternative provides a meaningful learning experience to students as prospective professionals. In this manner, the organization fosters the development of interns for potential full-time employment after graduation.



Manager Overview Module

It is well worth the time and effort to make student interns a valued part of any organization. This module provides all the resources necessary to have a successful intern program. Additionally, it shows organizations how to integrate best practices to make a program better and achieve the greatest return on investment.

The Manager Toolkit contains a set of templates to be used by managers recruiting interns into the State of California IT Internship Program

- Overview of Internships
- The Value of Internships
- Program Planning Cycle
- Cultivating Internship Program Success
- Program Manager Job Description



Manager Overview Module



Overview of Internships

Internships Defined

An Internship is a commitment between a student and an organization. The student upholds his/her commitment by fulfilling the requirements of the internship program and stated objectives.

The organization upholds its commitment by creating the needed structure and dedicating the proper resources to effectively manage the program, provide the intern(s) with meaningful work, and foster their professional growth through formal training and education.

Program Characteristics

- Program participation lasts for a maximum of two years. The student applies during their junior year and begins working during their senior year.
- The Intern fills a permanent state civil service position that:
 - ◆ Is paid;
 - ◆ Includes medical, dental, vision, and retirement benefits;
 - ◆ Provides on-the-job training.





The Value of Internships

Student Interns are highly capable, highly motivated and extremely valuable. Any organization that hires graduates or needs added resources will benefit from utilizing interns.

The Value for Your Organization:

- Interns introduce new talent to the state service.
- Interns possess the latest academic methodologies and research competency.
- Interns add vitality to your organization.

The Value for Current Employees:

- Increase Effectiveness – Current employees become more productive, energized, and share their expertise with interns to create a team environment.
- Builds Leadership Skills – Current employees gain the opportunity to provide leadership and mentoring.

The Value for Interns:

- Immediate entry into state civil service.
- Earn a stable salary while gaining valuable professional experience.
- Learn about areas of interest or specialization.
- Gain a competitive edge for employment.
- Build a network of professional contacts.
- Gain access to resources outside the university environment.
- Develop career-related skills and abilities.

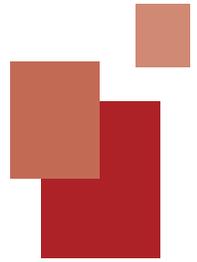


Program Planning Cycle

Internship programs require substantial planning and effort. Well managed programs yield much greater returns. This toolkit makes it easy to optimize the benefits of interns and prepare them for career success.

The chart below illustrates the cycle of an effective internship program management model and features practical insights about each step.

Planning Steps	Organization Action	Intern Toolkit Resources
1. Commit	Make the proper commitment. Evaluate whether an internship is right for your organization.	-The Value of Interns -Performance Measurement Timelines
2. Structure	Identify available management to support the program. Set specific, measurable goals for the Program and create the structure to support it.	-Intern Skills Intake Questionnaire -Program Manager Job Description -Intern Project Management Recommendations
3. Prepare	Define job descriptions, capacity, recruiting strategies, and other planning details.	-Real Work Interns Can Do -Orientation Planning Checklist -Orientation Planning Recommendations
4. Recruit	Use the Program to locate the right candidates and manage the process.	-Pre-Interview Screening Questionnaire
5. Hire	Apply the same due diligence to hire interns as with full-time employees.	-Applicant Evaluation Form -Interview Question Response Form
6. Assess	Review the intern's capabilities, interests, and skill development needs to match them with the right work, learning experiences, and job environment.	-Skills Intake Questionnaire -Setting Meaningful Goals
7. Orient	Make the best first impression and set expectations for program success.	-Intern Confidentiality Contract -Work Assignment Tracking Timesheet
8. Manage	Empower a qualified and dedicated manager to ensure that both the interns and your organization get the most out of the Internship Program.	-Assignment Delegation Brief -Addressing Interns Concerns -Managing Time Efficiently -PC's of Telephone Skills
9. Train	Mentor and train interns, enabling them to reach their full potential.	-Structuring a Training Program -Sharpening Business Writing Skills -Developing Presentation Skills
10. Evaluate	Assess the program each semester to identify and implement every opportunity for continuous improvement.	-Intern Evaluation by Manager -Program Evaluation by Intern



Cultivating Internship Program Success

The following actions will create the foundation for organizations and interns to make the most of the internship experience. This package provides tools, tips, templates, and training materials that will establish a prestigious internship program.

Buy-in: Gaining full commitment is absolutely critical to success. This involves everything from dedicating appropriate resources to setting expectations that the intern(s) add value to the organizational team.

Program Manager: The program manager is responsible for all aspects of the internship program. The program manager is motivated to do his/her best for the organization and interns alike. It is important that program managers dedicate enough time to properly manage the program.

Work Load: Ensure the intern's time is allocated appropriately and in line with both the program and organizational goals.

Resource Commitment: Allocate necessary resources such as work space, equipment, training, etc.

Capacity: Determine the number of interns the organization can support by analyzing project or work effort needs and also by reviewing the organization's project portfolio or strategic plan.

Job Description(s): Define specific responsibilities for each intern position to set accurate expectations.

Program Materials: Organize program and organizational materials for ease of use, such as in a ringed-binder or intern manual.



Manager Overview Module



Cultivating Internship Program Success (continued)

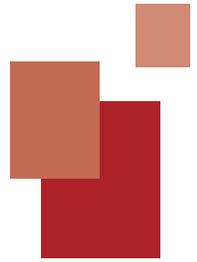
Create Structure: Interns need a clear sense of guidance and structure, thereby reducing the anxiety of working in a new environment. Program Managers will establish a regular forum for interns to ask questions, voice concerns, and receive candid feedback.

Develop a Training Program: The best internships go beyond “on-the-job-training.” The Program Manager should develop a training program to foster continued growth and include orientation and professional development activities.

Pursue Continuous Improvement: Use performance measurement and feedback to yield the insights needed to improve the program.

Develop a Mentoring Program: The intern will be assigned a mentor during the program, who will provide leadership and guidance to help the intern achieve successful program completion. The mentor will provide structure and provide constructive criticism, share past mistakes as well as successes, challenge the intern to answer his/her own questions, and at all times provide a positive and professional attitude.





Program Manager Job Description

The Program Manager will be expected to carry out the following activities:

- 1) Build the Program foundation, secure executive buy-in, develop background materials, and design the training program. Initial preparation efforts can be significant; however, much of it involves a one-time investment that leads to repeatable processes.
- 2) Communicate with organizational contacts including executives, organization heads, human resource staff, legal counsel, etc. This will involve taking inventory of project needs to define program scope and determine the number of interns to recruit.
- 3) Establish and maintain relationships with faculty and career services representatives at select universities.
- 4) Recruit, hire, and orient qualified interns.
- 5) Oversee all aspects of assignment management; maintain a channel of steady workflow to maximize intern productivity.
- 6) Provide effective leadership to ensure program success.
- 7) Develop a mentoring program.
- 8) Provide a structured learning environment, assign meaningful work and set attainable goals.
- 9) Support the intern's career development.
- 10) Foster continuous improvement to ensure that program evaluations are actionable, and integrate best practices.