



YOUTH EMPLOYMENT

Investing in your company & community

**A Guide for Employers
Looking to Start an Internship Program**



BRIGHAM HEALTH
BRIGHAM AND
WOMEN'S HOSPITAL



Introduction

There is a growing movement among employers who are willing to bring high school students into their workplaces. These employers are crossing racial, cultural, and generational divides, while developing a diverse pipeline of talent. There is a real need for such a movement. Despite a labor market recovery that has lifted employment rates for every other age group, youth employment rates remain at historic lows. Committed employers can make a significant difference by ensuring that young people get the workplace experience they need for career success.

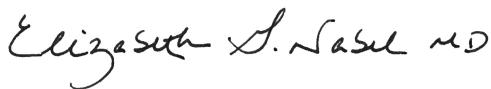
This Employer Guide to starting a high school internship program is grounded in many years of collaboration among Brigham and Women's Hospital (BWH), the Boston Private Industry Council (PIC), and the Boston Public Schools (BPS). It describes the benefits for students and employers and outlines how to develop such a program, including a timeline with action steps and answers to frequently asked questions.

Brigham and Women's Hospital has been hiring high school interns for more than three decades, and more recently began supplementing this effort with career counseling and college scholarships. Many students work in the hospital year-round through the BWH Student Success Jobs Program (SSJP). The outcomes of this effort are notable: 100 percent of graduates enroll in college and 75 percent major in healthcare or science, creating pathways to healthcare and science careers for a racially diverse group of Boston high school students, and serving as a valuable component of the hospital's human resource strategy.

We are fortunate that our public high schools value linking the classroom to workplace experiences and career opportunities that are emerging in our rapidly evolving economy. Many schools are developing pathways defined by career-oriented electives that complement high quality academics and student internships. With career specialists deployed in every BPS high school, the PIC is well-positioned to identify motivated students, prepare them for the interview process, and support them during the summer and throughout the school year.

Elected officials at all levels can play a very important role by encouraging employers to hire high school interns and by supporting youth employment initiatives. In Boston, Mayor Martin J. Walsh has brought 40 or more new employers into the Mayor's Summer Jobs Program each of the past three years. More recently, Governor Charlie Baker launched a new STEM Internship initiative on behalf of the Massachusetts STEM Advisory Council.

Across the Commonwealth of Massachusetts and throughout the country, there are employers such as BWH and intermediary organizations like the PIC that stand ready to assist with job descriptions, supervisor recruitment and training, and outreach to new departments and new employers. We hope that this guide facilitates collaboration among employers and schools, contributing to economic growth by developing a diverse, well-prepared workforce.



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Chair, Boston Private Industry Council

TABLE OF CONTENTS

- 1 Why develop a high school internship program?
- 3 How to develop a high school internship program
- 4 Summer internship program timeline
- 5 The role of the Boston PIC, a school-to-career intermediary
- 6 Frequently asked questions
- 7 Toolkit
 - 8 Sample student job descriptions
 - 10 Sample internship application
 - 11 New student intern checklist
 - 12 Sample year-round program timeline (SSJP)
 - 13 Massachusetts Work-Based Learning Plan (WBLP)

Why develop a high school internship program?

Whether you are interested in corporate social responsibility or workforce development, there are many compelling reasons to develop a high school internship program at your company. Below are some of the short-term and long-term benefits that employers report from across industries.

Benefits to Employers

Invest in your future workforce and increase diversity.

An internship program can be the start of a “home grown” talent pipeline for your company. It is an opportunity to showcase your industry and to expose local students to high-demand occupations that could potentially be difficult to fill in the future. In addition, internship programs position a company to hire students from the surrounding neighborhoods and to increase the racial and ethnic diversity of its workforce.

Support the local economy and meet corporate social responsibility goals.

Increasingly, companies are including corporate responsibility language into their business models and performance standards. Providing youth with meaningful employment opportunities in a supportive, educational environment is an excellent way to achieve these goals. Paid internship programs reinvest dollars into the community, increasing economic stability in the short run and economic mobility over time. Institutional employers have even more incentive to create a longstanding investment since they are uniquely tied to their communities and dependent on the local workforce.

Fill real business needs.

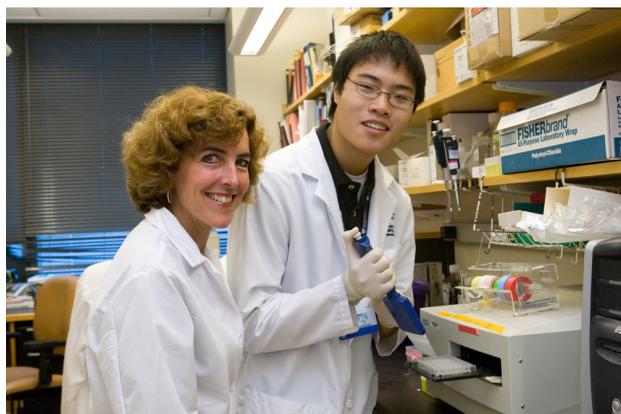
Student interns demonstrate valuable work skills and bring a fresh perspective to the workplace. They tend to be creative, tech savvy, and often have the ability to speak multiple languages. Students are also able to assist in filling gaps during periods of high need.

Increase your company’s brand recognition and enhance its reputation.

When a company creates a comprehensive student internship program, it often gets the attention of elected officials and other civic leaders who want to applaud the community investment. In addition, internship programs generate a larger customer base and communications opportunities, such as website content, social media posts, internal newsletters, press releases, and media coverage.

Provide opportunities for professional development and increase job satisfaction.

Managing a student intern can be an excellent leadership experience for an employee. Supervisors learn the importance of goal setting, supervision, and performance evaluation. Many supervisors report increased job satisfaction as a result of the opportunity to mentor a young person and give back to the local community.



Student Success Jobs Program (SSJP) Supervisor Story: Cindy Lemere, PhD

“It’s incredibly important and meaningful to get Boston’s high school students excited about science—especially those who might not otherwise have access to this unique opportunity,” says Cindy Lemere, PhD, Center for Neurologic Diseases, an SSJP mentor since the program began.

Over the years, Dr. Lemere has mentored several students in her lab at Brigham and Women’s Hospital. She even hired a former student of hers who then gave back by mentoring a new SSJP student. “It’s a pleasure to watch students evolve and bloom into exceptional young adults,” says Dr. Lemere.

Benefits to Students

Create both short and long-term economic stability.

Students who work during high school have higher employment rates and higher earnings later in life. These students stay in school, graduate high school, and enroll in college at higher rates than their peers.¹ Additionally, when students earn money, they have an immediate opportunity to contribute to family income and learn the basics of budgeting, saving, and healthy spending. Many students are able to save part of their paychecks for future college costs.

Reinforce the link between academic performance and career attainment.

Internship programs expose students to the variety of jobs within a company while allowing them to explore a particular area or department more deeply. Students are often surprised to learn about the broad spectrum of opportunities within a single organization. Internships also allow students to apply the lessons learned in the classroom to real-world situations they encounter at the workplace.

Gain an understanding of workplace norms.

Jobs and internships teach students the habits of paid work—attendance and punctuality, speaking and listening, and accepting direction and criticism.

Support social-emotional development.

Internships can provide the opportunity for students to build relationships with caring adults in a safe and supportive environment. Some supervisors choose to take on a mentorship role with their students within the context of the job, providing direction and advice and acting as a positive role model. As students excel in their roles and learn new skills, they build self-esteem and develop a sense of accomplishment.

Provide networking opportunities.

Internships allow students to connect with professionals they likely would not have met through their own personal or family networks. When students interact with their co-workers, attend meetings, or shadow senior staff members, they are building these professional connections.



Student Success Jobs Program (SSJP) Student Story: Sasha DuBois, MSN, RN

Sasha DuBois found long-term support and amazing professional experiences through SSJP.

"I walked into the doors of BWH in October 2002, a junior in high school from Roxbury," says DuBois. "I gained wonderful mentors from all disciplines, and worked in the Emergency Department throughout college because I was able to prove myself by being in SSJP."

DuBois now serves as a Nurse Administrator and was recently named the inaugural Mairead Hickey Fellow in Nursing Leadership. Named in honor of Mairead Hickey, PhD, RN, FAAN, former chief nursing officer at BWH, the fellowship prepares nurses for leadership by pairing them with senior-level mentors and engaging them in new roles and responsibilities.

"SSJP gives students a chance to start their careers early," says DuBois. "SSJP helped me carry out my dream of becoming a nurse by giving me opportunities to not only get my foot in the door of the healthcare industry, but to thrive."

¹Paul Harrington and Nancy Snyder, Signaling Success: Boosting Teen Employment Prospects, Commonwealth Corporation, April 2013.

How to develop a high school internship program

Starting a student internship program from scratch may seem overwhelming at first. Below are a few recommendations that will allow you to build a program incrementally and to capitalize on existing resources within your company. We also share the experience of the Student Success Jobs Program (SSJP) at Brigham and Women's Hospital (BWH) as a case study of a youth employment program.

Start small.

Many large student internship programs started by hiring just one or two students. Starting small allows companies to build slowly and pilot strategies for supervisor recruitment, student orientations, and program timelines to define their own best practices.

>> SSJP started in 2000 with 10 students when the hospital was interested in developing an employment pathway for high school students with an interest in a career in healthcare. The program grew incrementally and now has 100 Boston high school students in over 60 hospital departments. Increasing the size of the program gradually enabled BWH to grow support internally and to continue to refine the program, including developing new components such as tutoring, college application and SAT preparation, workshops, and one-on-one counseling.

Connect with a partner organization.

An intermediary organization, such as the Boston PIC, can provide an employer with logistical support throughout the planning and implementation of its internship program. The intermediary will share best practices around job descriptions, program timelines, student enrichment, and supervisor recruitment and training. Perhaps most importantly, intermediaries that work directly with high school students can deliver well-prepared, job-ready students. Intermediary staff are skilled and knowledgeable when it comes to engaging students productively at the workplace, and they are available to provide support to both students and supervisors throughout the internship.

>> The PIC was a partner from the start of SSJP, providing a connection to area high schools and assisting with identifying and preparing students for the program. SSJP works with both the PIC career specialists based in partnering high schools, as well as the PIC employer engagement staff. This partnership has been instrumental to the program's success.

Identify internal champions.

Most internship programs designate a program coordinator, usually from a workforce development, talent acquisition, or community relations department. The internal coordinator makes sure funding is budgeted to support the program. The coordinator arranges cooperation and approvals from various internal departments. Similar to any new hire, human resources will need to onboard students and run payroll, and information technology will need to provide students with relevant equipment and systems access.

>> SSJP works closely with various hospital departments including human resources and occupational health to ensure that students meet all of the requirements needed to become a hospital employee. Over the years, SSJP has developed a strong network of hospital staff who participate as supervisors and mentors.

Recruit supervisors.

It is helpful to cast a wide net. Identifying supervisors who can benefit from students' creative and technical skills is a good starting point, but it is also important to remember that students can work anywhere an adult is willing to supervise and mentor them. Many employers recruit through a variety of internal communications, even handing out flyers during lunch. In addition, many large companies have employee affinity groups that may have an interest in promoting diversity or supporting community outreach.

>> The support of hospital leadership as well as long-term returning mentors has allowed SSJP to grow and strengthen over the years. Mentors who are happy with the program tell other potential mentors about the opportunity. Staff are pleased to know that they have the support of leadership to participate and become a mentor to a SSJP student, and can support young people to develop job skills and networks in a major academic medical center.

Summer internship program timeline

...in collaboration with the PIC or similar intermediary



PREPARATION

December - February

- Secure commitment from organizational leadership and identify internal champions
- Develop program goals and timeline
- Determine program budget (number of students, wage, hours per week, duration); identify necessary funding and other resources



GETTING STARTED

February - April

- Organize career awareness activities such as job shadow day, career panels, and site visits
- Recruit supervisors and work with departments to create job descriptions and to identify projects and other opportunities for students to add value
- Develop the application, interview, and selection process
- Distribute program information and applications to schools and students

April - June

- Identify appropriate students and conduct interviews, including supervisors whenever possible
- Match selected students with suitable positions
- Onboard students (collect required documentation for payroll, conduct background checks, etc.)
- Conduct supervisor and student orientations



PROGRAM

June - August

- Set expectations with individual students on the first day of work
- Assess baseline skills and identify ways the student can use the internship to progress
- Rely on the PIC (intermediary) staff to support both supervisors and students
- Complete student evaluations to measure skill gain and provide feedback, using the Massachusetts Work-Based Learning Plan or similar protocol
- Host closing ceremonies / student presentations



WRAP-UP

August - November

- Gather supervisor and student feedback to inform future activities
- Debrief with PIC (intermediary) staff
- Develop program goals for next summer
- Plan and coordinate school-year career awareness activities

See page 12 for a sample year-round program timeline.

The role of the Boston PIC, a school-to-career intermediary

An intermediary organization facilitates connections between various parties in pursuit of shared objectives. In this particular case, the PIC, in its role as Boston’s Workforce Development Board, is working with the Boston Public Schools and the business community to develop a future workforce that is more diverse and better prepared to meet the demands of the local labor market.

Through its youth employment initiative, the PIC connects high school students and employers to provide youth with job opportunities and to help employers meet their hiring needs. The PIC works in the schools to prepare students for the workplace and with employers to make appropriate student/employer matches, and helps develop and support employers’ internship programs during the employment experience and over time.

Employer recruitment and preparation

- Employer engagement staff recruit employers to secure hiring commitments. Whenever possible, they enlist the help of public officials or longtime employer champions to connect with new employers.
- Employer engagement staff work with employer partners to set expectations and to craft job descriptions, organize interviews, and assist with onboarding.
- Employer engagement staff create opportunities for business volunteers to meet students before they commit to supervising them and organize conversations among employers to discuss working with adolescents effectively.

Student preparation and referrals

- Career specialists work with students throughout the year to prepare them for employment by delivering workshops on topics such as resume writing and workplace etiquette, by organizing job shadows and mock interviews, and by engaging students in a variety of career exploration activities.
- Career specialists identify job-ready students with employer engagement staff to make appropriate referrals and support them through the interview process.

Ongoing Support

- Career specialists support students on-the-job to make sure that they are meeting employer expectations and engaging in a productive work-based learning experience that connects back to the classroom.
- Employer engagement staff regularly check in with employers to address any issues as they arise.
- Following the employment period, staff conduct in-person meetings with employers for their feedback.

PIC Employer Network

A broad-based network of employers depends on the PIC to identify, prepare, and match Boston high schools students with jobs and internships during the summer and throughout the school year. The PIC has a presence in every BPS high school, creating access for motivated students regardless of where they attend.

The PIC convenes program leaders from the various companies and organizations that make up this employer network. These leaders share internship models, project descriptions, timelines, and professional development ideas, fostering quality program development within and across industries.

Brigham and Women’s Hospital is one of many major hospitals that participate, including Massachusetts General Hospital, Dana-Farber Cancer Institute, Tufts Medical Center, Boston Children’s Hospital, and Beth Israel Deaconess Medical Center.

Financial services companies have always been a big part of the network—firms such as State Street Corporation, Bank of America, Liberty Mutual Insurance, Fidelity Investments, Santander, John Hancock Financial Services, Citizens Bank, Blue Cross Blue Shield of Massachusetts, and the Federal Reserve Bank of Boston.

Vertex Pharmaceuticals and Sanofi Genzyme bring life sciences to the network. The Boston Bar Association, Tech Apprentice, and Youth Design coordinate opportunities in their respective professions. Higher education is well represented as an employer by Boston College, Harvard University, Suffolk University, and UMass Boston. Other employers include the Boston Red Sox, Aramark, and MassDOT/MBTA.

Frequently asked questions

How much does it cost to hire a student?

Hiring a student costs less than you might expect. The tables below display the cost of hiring one student for either a seven or 30-week work experience at different wages and hours per week.

1 student for a 7-week summer experience:

	25 hours/ week	30 hours/ week	35 hours/ week
\$11/hour	\$2,137	\$2,564	\$2,991
\$13/hour	\$2,525	\$3,030	\$3,535
\$15/hour	\$2,914	\$3,497	\$4,079

1 student for a 30-week school-year experience:

	8 hours/ week	10 hours/ week	12 hours/ week
\$11/hour	\$2,930	\$3,663	\$4,396
\$13/hour	\$3,463	\$4,329	\$5,195
\$15/hour	\$3,996	\$4,995	\$5,994

Notes:

- Wages include an 11% fringe: FICA & Workers Comp in MA
- \$11/hour is the minimum wage in MA as of 2017

How do I resource the program?

Identifying funding and other resources is critical to supporting the program. These may include internal financial support, grants, and in-kind donations. Examples of in-kind resources include staff time, program space, and use of existing organizational supports and processes. It is important to identify both internal and external partners to support the program.

What is the role of the supervisor?

Student interns should be assigned one primary supervisor, and ideally a back-up supervisor in case the primary supervisor is unavailable. Supervisors are responsible for developing and monitoring the intern's tasks and assignments. The supervisor should ensure that an intern has the resources and support necessary to carry out the required tasks. As part of students' professional development, supervisors should work with students to craft a work-based learning plan and provide regular feedback, including at least one formal evaluation.

What roles and responsibilities can I assign my student? What skills can I expect from a high school student?

The application and interview process is designed to ensure that students are placed in an internship that is well aligned with their skills and interests. For very outgoing students or students with prior retail experience, a customer service role could be a great fit. Other students add value to any department by performing administrative tasks including answering phones, scheduling meetings, entering data, and planning events. Many supervisors are also able to create projects that take advantage of students' creative and technical skills such as website design, video editing, photography, and social media. *Please see sample job descriptions on page 8.*

What do I need to know about youth labor laws, and where can I find this information?

When hiring minors, it is important to know your state's laws regarding minimum hourly wage, lunch break requirements, and the maximum number of hours a minor can work per week. It is also important to have students fill out a work permit if required in the state. This information can normally be found through your state's Attorney General. Youth labor law information for Massachusetts can be found here:

www.mass.gov/ago/doing-business-in-massachusetts/workplace-rights/child-labor/.

Toolkit

[Sample student job descriptions](#)

[Sample internship application](#)

[New student intern checklist](#)

[Sample year-round program timeline \(SSJP\)](#)

[Massachusetts Work-Based Learning Plan \(WBLP\)](#)

Sample student job descriptions

Healthcare

Pathology Intern

- Data entry and reporting in Microsoft Excel
- Inventory of pathology paraffin blocks
- Return loan materials for second opinion reports to referring institutions
- Fill paraffin blocks that have been cut for diagnosis
- Clean and take inventory of lab equipment

Preferred Skills:

- Strong data entry skills
- Detail oriented

Central Transport Intern

- Transport patients in wheelchairs from departments or waiting rooms to various parts of the hospital
- Deliver specimens throughout the hospital to their appropriate destinations
- Learn the layout of the hospital and how to interact with hospital employees in various departments

Preferred Skills:

- Strong customer service skills
- Detail oriented

Technology

Help Desk Support Intern

- Assist employees with any technology issues they might have
- Work with IT team to develop and implement creative solutions for IT issues in the office
- Support IT team in any long and/or short-term projects
- Create data management solutions

Preferred Skills:

- Familiar with basic office computer and content management software
- Highly organized, personable, and able to prioritize time-sensitive assignments
- Comfortable learning new programs and able to do so at a fast pace
- Capable of troubleshooting hardware and software issues

Life Sciences

Cardiovascular Marketing Intern

- Attend weekly marketing and weekly agency meetings with members of the Cardiovascular Team
- Provide marketing support to case managers supporting patients receiving drug therapies
- Coordinate cardiologist speaking engagements
- Provide general clerical support
- Coordinate team mailings
- Conduct research and prepare reports for the team

Preferred Skills:

- Basic computer skills, including knowledge of Microsoft Outlook, Excel, Word & PowerPoint
- Good organizational and communication skills
- Quality proofreading skills
- Ability to work independently and handle confidential information discreetly

Real Estate

Property Management Intern

- Greet all visitors in a professional manner and refer them to appropriate staff
- Answer all incoming calls and direct them to appropriate personnel
- Gather mail from designated area; open and date-stamp all incoming mail; route mail to appropriate personnel/building/department
- File material in appropriate files
- Accurately type memos/letters/spreadsheets
- Make outgoing calls and page staff members
- Receive and process work orders
- Contact appropriate person in case of any emergency

Preferred Skills:

- Strong customer service skills
- Professional attitude

Financial Services

Governance, Risk and Compliance Team Intern

- Research and prepare business continuity session presentations
- Research topics for other Governance, Risk and Compliance training modules
- Enter items into contract system
- Review contract files for appropriate documentation
- Maintain and audit user IDs for several applications
- Monitor and audit secure folder memberships

Preferred Skills:

- Strong attention to detail
- Working knowledge of Microsoft Excel

Today's Date: _____
Date of Birth: _____ Grade: _____
School: _____ Cumulative GPA: _____
Hours Available: _____

Days Available (circle all that apply):
Monday Tuesday Wednesday Thursday Friday

INTERNSHIP APPLICATION

PLEASE PRINT CLEARLY

Name: _____
First Last Middle Initial

Address: _____
Street Apt # City State Zip

Social Security: _____ *Required* Email Address: _____

Home Phone: _____ Cell Phone: _____

Parent Information

Name: _____

Cell Phone: _____ Email Address: _____

In case of emergency notify: _____
Name Relationship

_____ *Address Phone Number*

EMPLOYMENT AND/OR DOCUMENTED VOLUNTEER HISTORY (Circle one)

Have you had past employment history? YES / NO

Have you had past volunteer history? YES / NO

WHICH AREA OF WORK ARE YOU HOPING TO PURSUE ?

(Note: Please understand that if accepted, you are not guaranteed to work in the department of your choice.)

1. _____ 2. _____ 3. _____

Please submit the following three documents with this completed application:

1. School Transcript 2. Essay 3. Recommendation Letter

Essay Question: Why do you want to work at [company name]? Describe why you are interested in working in this field.

Your essay should be at least 500 words.

The information supplied on this application is true and complete to the best of my knowledge. I understand and agree that any false information or material omissions of fact may disqualify me from further consideration for employment, or may be considered for dismissal if I am hired.

Signature of Applicant Date

FOR OFFICIAL USE ONLY

NOTES: _____

Date of Interview: _____ Venue of Interview: _____ Interviewed By: _____

Department Assigned: _____ Name of Supervisor/Mentor: _____

New student intern checklist

Name of Student Intern: _____

Work Schedule: _____

Supervisor: _____

1. Introduction to Department and Workplace

- a. Introduction email _____
- b. Department tour and introduction to staff _____
- c. Review of organizational chart _____
- d. Informational meeting with key staff _____
- e. Identify back-up supervisor (for when primary supervisor not available) _____

2. Tools and Training

- a. ID card (if needed) _____
- b. Computer access _____
- c. Schedule any required training _____
- d. Orientation to time-keeping procedure _____
- e. Overview of organizational policies relevant to student _____

3. Emergency Contact Info and Protocols

- a. Securing personal belongings _____
- b. Security protocols _____
- c. Emergency code chart _____
- d. Emergency exits / evacuation procedure _____
- e. Emergency contact info (parents/guardians) _____

4. Goals and Development

- a. Develop learning goals and expectations (student & supervisor) _____
- b. Schedule regular check-in meetings _____
- c. Schedule mid-point goal assessment _____

5. Conclusion of Internship

- a. Final assessment/reflection session with student and supervisor(s) _____
- b. Celebrate achievements _____
- c. Assist student to develop summary of job for his/her resume _____

Please complete, sign, and date and return to (Name of staff member)

Completed by

Date

Sample year-round program timeline (SSJP)

PREPARATION

August - October

- Meet with the PIC to discuss recruitment, application, and interview timeline
- Recruit new mentors and work with departments to develop intern job descriptions
- Prepare mentors and set expectations
- Visit partner schools to share information and host recruitment sessions
- Disseminate applications to interested students
- Review applications and select students to interview
- Match selected students with appropriate departments and mentors
- Onboard students (e.g., collect required documentation for Human Resources and Occupational Health)
- Conduct team building retreat for all SSJP student participants
- Conduct student orientations (e.g., hospital, SSJP, and department)

YEAR-ROUND INTERNSHIPS

November - June

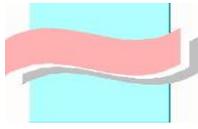
- First day of work (end of October / early November)
- Ongoing support provided by SSJP staff for both supervisors and students
- Conduct mid-year student/mentor check-ins
- Tutoring provided to students receiving a B- or lower in Math/Science
- Monthly seminars (life skills, financial literacy, career panels, etc.)
- SAT and college preparation provided
- End of program year celebration / senior graduation (scholarships awarded)

SUMMER JOBS

July - August

- Students have the option to work 25 hours/week for 6 weeks
- SSJP college interns work 35 hours/week for 10 weeks
- Staff planning for upcoming program year





Massachusetts Work-Based Learning Plan

The Massachusetts Work-Based Learning Plan is a diagnostic, goal setting and assessment tool designed to drive learning and productivity on the job.

Participant's Name:	_____	Participant's ID Number (if applicable):	_____
Worksite:	_____	Supervisor Name:	_____
Job Title:	_____	Teacher Name:	_____
Career Specialist / Facilitator Name:	_____	School / Program:	_____
Start Date:	_____	Review Date #1:	_____
		Review Date #2:	_____

Job Description:

1

Section 1: Foundation Skills

Instructions: The Foundation Skills on this page are common to all jobs and should be viewed as the foundation upon which specific workplace and career skills are added. Please review and discuss the following Foundation Skills that will set the basic expectations for the job or internship. These skills will be included in the evaluation in Section 3.

WORK ETHIC AND PROFESSIONALISM

<i>Skill</i>	<i>Performance Expectations</i>
Attendance and Punctuality	Showing up in timely manner prepared for work Providing sufficient notice if unable to report for work
Workplace Appearance	Dressing appropriately for position and duties Practicing personal hygiene appropriate for position and duties
Accepting Direction and Constructive Criticism	Accepting direction and feedback with positive attitude through appropriate verbal and non-verbal communication skills Displaying willingness to work in a cooperative manner
Motivation and Taking Initiative	Participating fully in task or project from initiation to completion Initiating interaction with supervisor for next task or project upon successful completion of previous one
Understanding Workplace Culture, Policy and Safety	Demonstrating understanding of workplace culture and policy Complying with health and safety rules for the specific workplace Respecting confidentiality and exhibiting understanding of workplace ethics

COMMUNICATION AND INTERPERSONAL SKILLS

<i>Skill</i>	<i>Performance Expectations</i>
Speaking	Speaking clearly Using language appropriate to the environment, both in person and on phone
Listening	Listening attentively Making and maintaining eye contact appropriate to the workplace culture Confirming understanding
Interacting with Co-Workers	Relating positively with co-workers Working productively with individuals and in teams Respecting racial and cultural diversity

2

Section 2: Specific Workplace and Career Skills

Instructions: List specific Workplace and Career Skills, concentrating on skills that are most relevant to this work experience. You may include a mixture of broad, higher order "21st Century" career skills such as those listed below, occupation-specific skills, and skills related to career exploration and learning. Select from the list or write in additional skills. For each of the skills you select, please briefly describe related job tasks and performance goals. These skills, along with the Foundation Skills in Section 1, will be used in the Performance Evaluation in Section 3.

Examples of Career Skills:
 Collecting and Organizing Information
 Computer Technology
 Creativity
 Critical Thinking
 Customer Service
 Equipment Operation
 Interacting with Customers or Clients
 Leadership

Mathematics and Numeric Analysis
 Problem Solving
 Project Management
 Reading
 Research and Analysis
 Teaching and Instructing
 Time Management
 Writing

You may include skills related to career exploration and learning such as:
 Active Learning
 Career Awareness
 Journal Writing
 Understanding All Aspects of the Industry
 Environmental Awareness
 Media Literacy
 And More

You may include OCCUPATION SPECIFIC SKILLS such as:
 Accounting Skills
 Animal Care
 Blueprint Reading
 Editing
 Food Safety
 Landscaping
 Photography
 And More

• OR IDENTIFY YOUR OWN SPECIFIC WORKPLACE SKILLS

Specific Workplace and Career Skills	Description of the Skill and Related Tasks
Skill #1:	
Skill #2:	
Skill #3:	
Skill #4:	
Skill #5:	
Skill #6:	
Skill #7:	

3

Section 3: Evaluation of Performance and Progress

Instructions: Please meet at least twice during the workplace experience to review performance and progress and to set additional goals as needed. The first review meeting (Review 1) should take place during the first few weeks to assess the individual's level of competency and to set goals. The next review meeting (Review 2) should be scheduled at that meeting to review progress.

Performance Assessment (See key below)	(1)	(2)	(3)	(4)	(5)
	Performance Improvement Plan Needed	Needs Development	Competent	Proficient	Advanced

FOUNDATION SKILLS

<i>Work Ethic and Professionalism</i>						<i>Goals and Reflections</i>
Attendance and Punctuality						
Review #1	<input type="checkbox"/>					
Review #2	<input type="checkbox"/>					
Workplace Appearance						
Review #1	<input type="checkbox"/>					
Review #2	<input type="checkbox"/>					
Accepting Direction and Constructive Criticism						
Review #1	<input type="checkbox"/>					
Review #2	<input type="checkbox"/>					
Motivation and Taking Initiative						
Review #1	<input type="checkbox"/>					
Review #2	<input type="checkbox"/>					
Understanding Workplace Culture, Policy and Safety						
Review #1	<input type="checkbox"/>					
Review #2	<input type="checkbox"/>					
<i>Communication and Interpersonal Skills</i>						<i>Goals and Reflections</i>
Speaking						
Review #1	<input type="checkbox"/>					
Review #2	<input type="checkbox"/>					
Listening						
Review #1	<input type="checkbox"/>					
Review #2	<input type="checkbox"/>					
Interacting with Co-Workers						
Review #1	<input type="checkbox"/>					
Review #2	<input type="checkbox"/>					

KEY	(1) Performance Improvement Plan Needed	Is not yet demonstrating the foundation skills required for the position and needs to have a formal plan for improving skills and performance
	(2) Needs Development	Beginning to demonstrate and develop the foundation skills required for the position
	(3) Competent	Demonstrates foundation skills required for the position
	(4) Proficient	Consistently demonstrates foundation skills required for the position and shows initiative in improving own skills
	(5) Advanced	Consistently demonstrates the foundation skills required for the position and shows initiative in improving own skills and using these skills to support the work of the organization

Section 3: Evaluation of Performance and Progress (Continued)

Performance Assessment (See key)	(1)	(2)	(3)	(4)	(5)
	Performance Improvement Plan Needed	Needs Development	Competent	Proficient	Advanced

Specific Workplace and Career Skills from Section 2						Goals
Skill #1:						
Review #1	<input type="checkbox"/>					
Review #2	<input type="checkbox"/>					
Skill #2:						
Review #1	<input type="checkbox"/>					
Review #2	<input type="checkbox"/>					
Skill #3:						
Review #1	<input type="checkbox"/>					
Review #2	<input type="checkbox"/>					
Skill #4:						
Review #1	<input type="checkbox"/>					
Review #2	<input type="checkbox"/>					
Skill #5:						
Review #1	<input type="checkbox"/>					
Review #2	<input type="checkbox"/>					
Skill #6:						
Review #1	<input type="checkbox"/>					
Review #2	<input type="checkbox"/>					
Skill #7:						
Review #1	<input type="checkbox"/>					
Review #2	<input type="checkbox"/>					

COMMENTS AND SIGNATURES

Review #1:

Participant Signature: _____ Date: _____
 Supervisor Signature: _____ Date: _____
 Career Specialist / Facilitator / Teacher Signature: _____ Date: _____

Review #2:

Participant Signature: _____ Date: _____
 Supervisor Signature: _____ Date: _____
 Career Specialist / Facilitator / Teacher Signature: _____ Date: _____



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