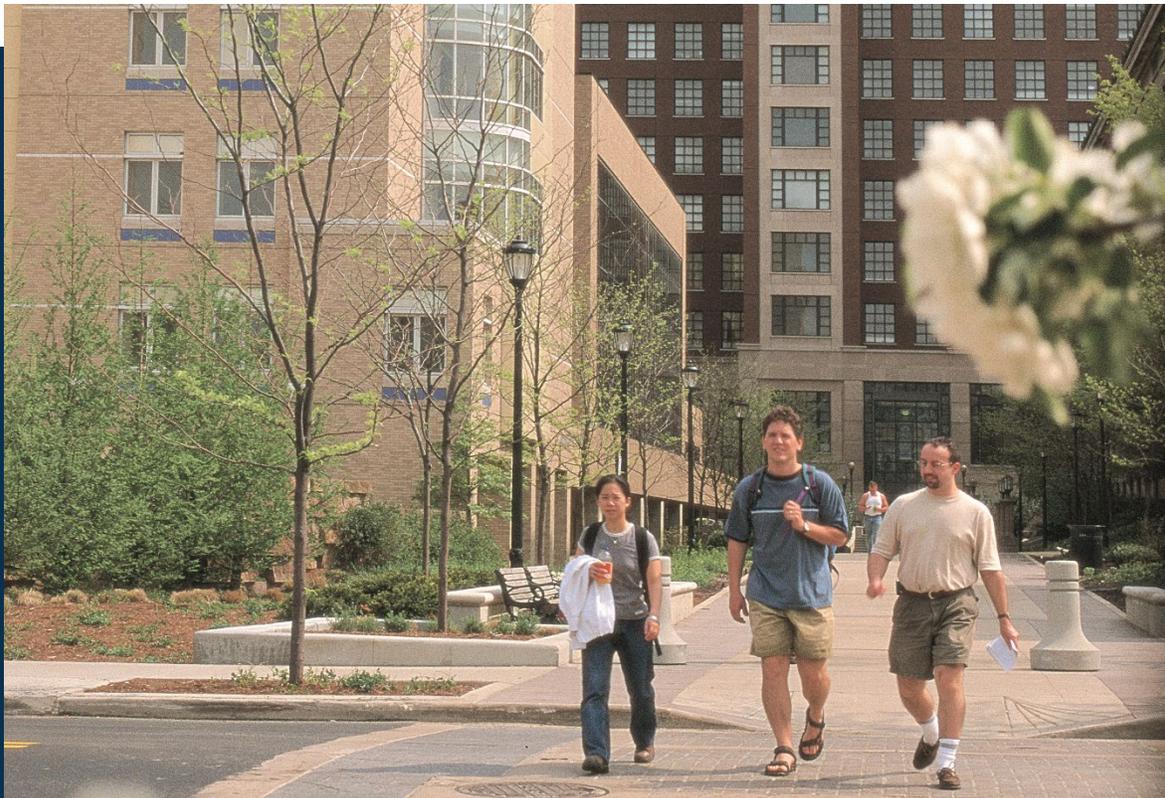**Enhancing Research and Industry Career Horizons (EnRICH)**
Case Western Reserve University
School of Medicine

Mentor and Student

EnRICH Handbook

Case Western Reserve University

School of Medicine

Enhancing Research and Industry Career Horizons (EnRICH)

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EnRICH Preface

As science has rapidly evolved with the advent of new and more efficient technology, the landscape of STEM education and workforce structure has evolved to keep up with the progress. The number and types of STEM jobs are continuously and rapidly changing and it is up to the educational system to prepare students for a career that will most likely take them in directions that previously have never been taken. According to the NIH Biomedical Workforce Working Group, approximately 80 percent of PhD graduates will choose non-academic careers. Our students need to not only master STEM but be able to navigate industry, government, business and other venues.

In 2016, Case Western Reserve University (CWRU) School of Medicine made a progressive step forward to enrich our students with more than just what they are taught in the classroom. Enhancing Research and Industry Career Horizons (EnRICH) was born. Understanding the needs and limitations of not just our graduate students (masters and doctoral) but the local companies and organizations, EnRICH was developed to be a flexible program that offers a wide variety of experiences that bridge the gap between academia and industry. EnRICH partners and students can choose to participate in experiences such as mentorship, volunteering, immersion, special projects, shadowing and full or part-time internships [see Terms and Definitions for more details about the individual experiences]. The majority of the experiences are sourced locally from companies and organizations in the Greater Cleveland/Northeast Ohio area, allowing the students to participate while classes are in session throughout the year and provides our EnRICH partners with year round help from our talented pool of students. EnRICH partners include individual mentor volunteers, hospitals, non-profit organizations, government agencies, museums, start-up companies and long-established companies.

For employers who would like to learn more about the Enhancing Research and Industry Career Horizons (EnRICH), please visit [website]. If you have any questions, please email us at enrich@case.edu.

Terms and Definitions

Mentorship- 1-2 hour meeting to discuss careers related topics; Career mentors typically meet with the students 2-4 times a year.

Volunteer- Volunteering experiences can be a one day-long experience, a few weeks or a long term volunteer position. Volunteering position schedules can be agreed upon with the students and the organization.

Immersion- Tours, happy hours, meet and greet, workshops or other events over a short period of time, typically 2-48 hours over a short period of time.

Special project- Students are brought into the company/organization when there is a need for extra man power to move a specific project to the next milestone. Duration of this experience is based solely on the timeframe of the project itself.

Shadowing- 8-40 contact hours; one day a week for 6-12 weeks, 4 hours a day for 6-12 weeks, etc.

Part time internship- 5-20 contact hours per week for 6 weeks to 18 months, paid or unpaid. Students can take this internship for credits (see [Intern's Responsibility: On the job] below for more information)

Full time internship- 40 hours a week for 6 weeks to 6 months, typically paid and commonly participated by master's students but special circumstances allow doctorate students to partake. Students can take this internship for credits (see [Intern's Responsibility: On the job] below for more information)

EnRICH partner- the company, government agency or institution that hires/mentors graduate students through EnRICH.

Company/Organization- place hosting a student for an internship; company, hospital, museum or other types of organized establishments

Mentor- the individual in the company/organization that will be overseeing the guidance of the student through the internship

Intern- graduate student interested in on-the-job work experience

Internship- The on-the-job work experience taken by the student

Part-time and Full-time Internships

Introduction

While some of the topics covered in this section may be applicable to the non-internship experiences, the purpose of the remainder of this handbook is to provide clarification of the requirements and responsibilities of the parties participating in an EnRICH internship. Some companies already have established internship programs and policies, and it is fine for your company's handbook and rules to replace this handbook. However, some companies will find this very useful in setting up and understanding what the students should or would like to get out of this program. The internship is a three-way partnership with the student who is interning, the mentor who is providing the internship opportunity and the University.

EnRICH at CWRU School of Medicine prepares students for careers in a variety of biomedical science roles. We encourage our graduate students to participate in a variety of enrichment opportunities that allow them to explore career options, network with perspective companies and colleagues in interested fields, and gain experience that will better prepare them for a career post-graduation. This handbook is meant to guide students and mentors through the facilitation of a productive and educational work experience that benefits not only the student but also the EnRICH partner.

The internship is an important part of a student's education, integrating the student's formal academic study with a practical, on-the-job work experience with a partnered mentor. This allows the student to merge theory and practice to explore his or her chosen career.

Portrait of a Successful Internship

A successful internship is measured by the student's success at meeting the expectations of the job responsibilities for the internship and develop professional competency that one gains through real-world working experience while positively contributing to the company's business objectives. A successful internship enables the student to build meaningful work relationships, strengthen their resumes and possibly attract the interest of the company to hire them after graduation.

Performance is both the students' ability to perform the tasks laid out in the internship and their behavior exhibited on the job. Both students and mentors should review the behavior-based criteria to understand the expectations for success.

Job responsibilities are what are expected of the student in an internship. The mentor and the student need to work together to make sure that these responsibilities are clearly defined. Critical competencies are how the students succeed at these responsibilities. Examples of these critical competencies include working with people, organizational effectiveness (get things done), applied learning (learning on the job), and fostering open communication. These competencies could be learned in the classroom environment, but there is no dispute that the student will most benefit by developing these competencies in the real-world environment during this internship.

The Internship from the Mentor's Perspective

An internship through EnRICH is a very flexible program to benefit the EnRICH partner as well as the intern. There is no written agreement between the University and the EnRICH partner. The internship is an on-the-job assignment that will help merge the formal coursework our students have completed as well as practical experience. An internship may be completed in the summer or any time during the year, at the discretion of the EnRICH partner. Students may participate in an internship for just a semester or longer if agreed upon by both the students and the EnRICH partner.

Internships may be designed at the preference of the EnRICH partner: Full time or part time; during the summer, fall, spring or yearlong; rotated assignments or in a single area, in varying areas of the company or just one; paid or non-paid. EnRICH partners provide the EnRICH administration a description of the job that they are looking to fill with one or more students and details of the internship, similar to a job description but also including any additional expectations for time commitment and length of experience. EnRICH's administration will collect interested student applicants and screen the applicants to match the needs and abilities of the EnRICH partner and the students to make a mutually beneficial arrangement. If you find that you are interested in something that is less formal than an internship, please feel free to reach out to us at enrich@case.edu. We would love to talk to you about being a career mentor or participating in an experience like job shadowing. The EnRICH program allows for the design of creative experiences that fits your needs or wants.

While mentoring a student during a short-term work experience, you will come to know how their talents and skills can add value to your organization. This time spent together can also serve as an extended interview for a possible full-time employment, if you have positions you are looking to fill. Many benefits are present for the companies who are involved in this internship program:

- Network with talented, energetic doctoral and masters students eager to apply their skills to your company goals and projects
- Identify high-potential talent needed for career paths and opportunities within your organization and industry
- Through student engagement, solve complex and challenging projects and gain fresh perspective and problem-solving methods that can be applied to a broad range of company projects.
- Join Case Western Reserve University in enriching the future of scientific education and building a better and closer relationship and communication to bridge the academic and business sectors to strengthen the local scientific ecosystem here in Northeast Ohio
- The employer can experiment with new positions without making an expensive, long-range commitment
- Interns can provide full time, part time, intermittent or continuous coverage of positions throughout the year.
- This provides a way to keep up to date with new methods, theories and concepts that are related to the company's business area.
- It provides the opportunity to promote the company on campus through returning interns- goodwill ambassadors and "image builders"

The Internship Program Operation

Locating Internships
The administration for EnRICH is responsible for helping to identify internships within local companies and presenting them to the students via the University platform Canvas. It is the student's responsibility to apply to the internship positions that are suitable for their interests and career ambitions. EnRICH administration is available to speak with the student if assistance it needed. If a student is looking for something that is not currently available through established EnRICH partnerships, they can discuss their interests with the EnRICH administration and we will make connections to companies/organizations of interest on the student's behalf.

Finding, applying and seeking for employment is a valuable professional skill that students need to learn. The student should not go into this blindly and the student should meet with the EnRICH administration to discuss the prospects of an internship and what they are looking for to meet their needs and time commitment that they have. The career center

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offers assistance with interviewing, writing resumes and getting the most out of an internship experience.

The University is under no obligation to provide employment for the students. It is the student's responsibility to reach out to the administrative office if they are seeking an internship and what internship they would like to apply for.

Types of Internships

The size of the company is not an issue in terms of hiring a student for an internship position as long as there is technical and managerial functions represented by a supervisor in the company. The job should provide the student the opportunity to interact with a variety of contacts through rotations or observations at the company without taking away from the value of the student to the employer. Students apply to the jobs that are in line with their career ambitions, however, the student should only be accepted to the position if he/she is best able to perform on-the-job adequately just as any new employee would be expected to perform.

Ideally, the internship should allow the student to quickly learn the fundamentals of the job, begin to take on responsibilities within the company, learn management/professional skills and get hands on experience of this career.

Remote Internships

Companies/organizations appreciate the value of interns who can help them accomplish more projects with extra help. Having an intern can offer companies/organizations a way to discover new talent, spread out the workload and complete project work in a cost effective way. Although some projects require an intern to work in person, many jobs are amendable to remote work. Although a vast majority of our students are located in Cleveland, remote internships allows companies/organizations outside of Ohio to take on an intern. Further, even local internships that can be done remotely gives students more flexibility to work around their class schedule.

This remote internship guideline is here to help companies/organizations and our trainees develop a remote internship, if work cannot be completed in-person. Our remote internship policy outlines our guidelines for those students who will be working from a location other

than the company's/organization's offices. We want to ensure that both the student intern and the company/organization both benefit from this experience.

Remote internship policy

To ensure that the performance will not suffer from a remote work arrangement, we advise our remote interns to:

- Choose a quiet and distraction-free working space
- Make sure you have adequate internet connection
- Dedicate full attention to the job during designated working hours
- Discuss with your internship mentor what your work schedule will look like for this internship, agreeing on days and hours that you will be working
- Ensure that schedules overlap with those of the team members for as long as necessary to complete the job effectively.
- Interns and mentors should determine long-term and short-term goals. These can be laid out in the **Internship Goals & Learning Outcomes** form attached to this handbook. We encourage frequent meetings (via zoom or phone calls) to discuss progress and results during the entirety of the internship.

Compliance with Policies

Our remote interns must follow the company's/ organization's policies just as the full-time employees do. These policies could include:

- Attendance
- Social media
- Confidentiality
- Data protection
- Employee Code of Conduct
- Anti-discrimination/Equal opportunity
- Dress code when meeting with customers or partners

Guide to Onboarding Remote Interns

When you are welcoming your remote intern, it may be a challenge to get them up to speed, particularly as you may not be able to meet in person. It is important that a structured onboarding process is offered for the intern's smooth transition into their role. Here is a

checklist guide to ensure that your interns understand their responsibilities, your business, policies and expectations:

☐ **Send your new interns IT hardware, manuals and software**: If your intern needs any necessary equipment, software or manuals that they do not already have access to, please send ahead of their start date. Be sure that you have a conversation with the intern to inform them of what is expected of them and confirm what the intern may need to complete the job that they are tasked to complete.

☐ **Help new interns complete required paperwork**: Set up a time for your intern to sign contracts, any legal documents your company/organization requires and to complete the forms required through ENRICH (provided at the end of this handbook). E-signature tools can be used for necessary documents that need to be transferred in a secure environment.

☐ **Help new interns get up to speed on your company/organization culture**: Despite not being a physical part of your company's/organization's office, it is important to help your intern get acquainted with the company/organization environment and help them feel welcomed. This can be accomplished through sharing digital employee handbooks, presentations and literature the company/organization values, invitations to all-hands meetings and pictures/videos from past events.

☐ **Ensure new interns understand how to use your company's/organization's preferred communication tool(s)**: Share the best tools and ways to contact team members and ensure that your intern knows how to use the technology. Be sure to provide manuals/tutorials if necessary.

☐ **Invite hiring managers to set specific goals and expectations**: Prompt managers to create tasks for the intern after training and onboarding, along with short-term and long-term goals for the length of the internship. These goals can be outlined in the **Internship Goals & Learning Outcomes** form.

☐ **Set up meetings with other key team members**: Allocate time for your new intern to meet others on the team or any other colleagues that they might be closely working with. This can be done through virtual one-on-ones and/or group calls.

☐ **Schedule calls to touch base**: Encourage your interns to communicate as needed, but having a scheduled timely meeting provides a structured opportunity to talk about progress, ideas, challenges, etc.

Supervising Remote Interns

Like most employees, managers are consumed in their work, meeting or phone calls, which can make supervising an intern difficult. But it is important to take the proper amount of time to establish a mentoring relationship with your intern, maximizing the gains for the mentor, the company and the intern. The most basic action a company/organization can take is to have an Intern **Remote Work Standards** agreement that both the intern and the internship manager are required to sign. This agreement sets forth the basic expectations and rules for working remotely.

It is important to remember:

- Interns are on your team to not only help with the workload, but to also learn about the company/organization, the industry and potential careers.
- Interns need the proper amount of time to establish a mentoring relationship in order to maximize the gains for the intern, your company/organization and for you as the mentor.

When working with an intern who is remote working, consider managing the outcome rather than the process, by this we mean that the quality of the projects or tasks should be focused on rather than the amount of hours it took to complete. As long as the intern is producing the quality and quantity of results that the company/organization is looking for in a timely manner, then they are doing what is necessary to be successful.

Communication tips

Interns need guidance from their mentor so that they are clear on what is expected of them. They will need the mentors help to reach their full potential and this ongoing feedback is very important for this.

- Start by determining what the best method of communication is- email, phone, zoom or other virtual one-on-one meetings, etc.
- Routine checkups and weekly progress calls are good methods to keep in touch with your intern

While supervising remote internships can be a bit challenging, the benefits of this interaction can be worth the effort if the internship is run smoothly. Your company/organization can obtain talent that is nontraditional and diverse, from students that normally would not have been able to have an interaction with you.

The Intern's Responsibilities

Before Applying

Applying for an internship through EnRICH should be taken as seriously as any other job application would be. A cover letter and resume will be expected to be submitted for consideration for the position. The students are encouraged to take advantage of the services at the Career Center to help edit and polish their cover letters and resumes. For more information or to set up an appointment at the Career Center, please visit https://case.edu/postgrad/.

On the Job

As with all experiences that are offered through EnRICH, while working at the company, the student is expected to be treated as an employee. All company regulations, all conditions of health and safety and all legal requirements will apply to interns.

All students are expected to act in a professional manner which reflects their position as an employee and an intern, and keeps the best interest of the company, fellow employees and other interns. Unethical or undesirable behavior exhibited by interns while on the job may result in dismissal from the internship, the company and possibly the program.

> **REMEMBER:**
>
> Performance is both the students' ability to perform the tasks laid out in the internship and his/her behavior exhibited on the job. Both students and mentors should review the behavior-based criteria to understand the expectations for success.

Interns are not guaranteed a monetary compensation for work in a company. It is understood that the experience and the networking that the intern gains through an experience in a company is compensation enough. If a company would like to provide a monetary compensation, it is up to the discretion of the company. Since the intern is not a "regular" employee, they are not eligible for benefits such as health insurance that other "regular" employees receive.

For those interested, it might be possible that a student can receive course credit for an internship if approved by the program director. In the event that the program director approves this internship for credit (MGRD 610), the student should reach out to EnRICH for more information. This is an ungraded (pass/fail) internship. For each credit enrolled, the student will be expected to work at least 50 hours over the course of the semester. Students will be expected to **(a)** Keep, and submit weekly, a reflection log reflecting on new skills they have learned and how they plan to use their experience in their future careers. Students will also be given an additional prompts on particular aspects of their internship to respond to

each week. **OR (b)** Identify sufficient learning objectives to be accomplished through the internship and demonstrate meeting these learning objectives to the course instructor.

Goals and Learning Outcomes

It is the intern's responsibility to meet with the worksite mentor to discuss and complete the **Goals and Learning Outcomes Form** before the beginning of the internship or at least by the end of the first week of work. Completed form should be emailed to enrich@case.edu. If the job responsibilities change substantially, a modified form should be submitted to enrich@case.edu ASAP.

The **Goals and Learning Outcomes Form** is for the benefit of all those involved. It provides guidance for a well thought out experience to benefit the intern and EnRICH partner. The goals agreed on in this form will help both the intern and the mentor understand what is expected of each other and how the nature of the internship relates to the industry, providing a rewarding experiencing.

Mentor's Midterm and Final Evaluations

To make sure the interns get the most out of each experience, two evaluations will be provided to the intern's worksite mentor. The **Mentor's Midterm Evaluation** should be completed half-way through the internship. The **Mentor's Final Evaluation** should be completed near the end of the internship, before the last day of the internship. EnRICH administration will provide electronic copies of the evaluation forms to the mentor. Completed forms can be returned to enrich@case.edu.

When a company agrees to take on an intern, part of the agreement includes requiring the mentor to perform the midterm and final evaluations in a timely manner. Evaluations are important feedback for the student and they need to be completed on time. The evaluations are for the benefit of the students and their professional development and therefore will not be added to the student's CWRU records.

Student Evaluation of Internship

Each intern must complete the **Student Evaluation of Internship** summarizing, evaluating and discussing the internship experience. The **Student Evaluation of Internship** should be submitted to enrich@case.edu by the end of the internship. Items addressed in the **Student Evaluation of Internship** include:

1. Supervision
2. Project accountability and outcomes
3. Opportunity to learn technical and/or managerial skills
4. Suggestions for improvement
5. Overall rating for the corporate internship

Note: Make sure that you do not include proprietary or company/organization confidential information in your evaluation.

The Mentor's Responsibilities

The EnRICH partner is under no legal agreement to participate in the EnRICH program or bring a student into their company/organization for an internship. This is a voluntary program for the benefit of both the company/organization and the students. There is no binding contract between the company/organization and the University. After completion of the internship, the intern is not obligated to accept employment with the company/organization after graduation and in turn, the company/organization is also not obligated to offer employment to the intern upon completion of the internship or graduation.

In all cases, the intern should be considered an employee and be held responsible to perform assigned duties in a satisfactory manner. All company/organization regulations, conditions of health and safety and all legal requirements apply. Any company/organization policy violations should be handled in the usual manner. Monetary compensation is not required for internships but is up to the discretion of the company/organization.

The greater the variety of the work experiences that you can provide, the greater the opportunity for learning. Scheduled job rotations and involvement in special projects are a beneficial way of acquiring a wide range of experiences during the limited time of employment.

Tips for supervising an Intern

One of the most critical factors in an intern's success is offering an orientation. A proper orientation will allow your intern to get off to the right start by gaining familiarity with the company/organization, the interns role, and key people to connect with. This orientation should be held on the first day of the internship. It is important for the manager to set the tone for your intern on the first day. It is acceptable to discuss work hours, the

company/organization dress code, resources available to the interns and behavior you expect. Something else that you might need to consider is that many interns do not have a lot of experience working in a multi-generational workplace and they might need help understanding how to best do this. It should be made clear that:

- Having different points of view is okay
- There are different cultural norms of the generational staff
- Interns may have the opportunity to work with staff from different ethnic and generational groups
- The company/organization takes the time to listen to what the staff of all ages and backgrounds wants from the company/organization and the leaders and what the staff wants for themselves
- Employees from all different ages and backgrounds can bring value to the company/organization; encourage interns to be open to various groups' views

How to Train Interns on Key Skills

There are a number of skills that a mentor should help an intern build during their internship. There are five competencies that considered important for an intern to possess:

- Informational processing
- Teamwork
- Planning/prioritizing
- Decision making/problem solving
- Verbal communication

There are a number of ways that a mentor can help an intern grow these competencies. First, a clear method of communication needs to be established- this could be email, phone, one-on-one meetings, etc. Having the interns project planned out before the students first day on the job is also a good practice. Make sure your interns understand how to complete each task that they are assigned. If this is your intern's first exposure to the industry, it might be wise to explain industry-specific terms or give step by step instructions on processes. It is also important that a mix of interactions with upper management and independent problem solving yields the greatest potential results for learning interns.

Delivering Feedback to an Intern

While managing an intern, it is important to offer continuous feedback so they know what areas they are doing well in and what areas they can use some improvement. A clear understanding of the objectives of the internship can make all the difference in an intern making the best of the internship and reaching their full potential of their own. To reach this full potential, they need assistance/feedback.

Feedback improves the productivity of the intern, helps foster a stronger relationship between mentor and intern, keeps the intern engaged and actively asking questions, helps interns learn new skills, and encourages interns to interact with a member of upper management. It might be valuable to schedule ongoing weekly meetings to discuss the progress of projects and conclude the meetings by asking if there is anything that the intern needs. More formal performance reviews (**Midterm and Final Evaluations**) can provide a chance to discuss strengths and weaknesses of the intern's skills, areas for growth and development, clarification of expectations, and offering encouragement and support. Other things that can be discussed during the evaluation are the growth and timeliness of the work produced to date, ability to take and follow direction and work habits.

Goals and Learning Outcomes Form

The purpose of the **Internship Goals & Learning Outcomes** form is to define what the job responsibilities are and set clear expectations for the student in the internship. This form will be the basis of the **Mentor's Midterm and Final Evaluations**, offering the intern feedback on performance.

The mentor and the intern must meet to complete the **Internship Goals and Learning Outcomes** form before beginning the internship or no later than the first week of work. The EnRICH staff will provide the form and the intern is responsible for completing a preliminary draft before meeting with the mentor.

Mentor's Midterm and Final Evaluations

An evaluation of the intern is a vital part of the internship experience, providing meaningful feedback which is why we ask that two evaluations be completed by the mentor; the **Mentor's Midterm Evaluation** should be completed halfway through the internship and the **Mentor's Final Evaluation** should be completed near the end of the internship, before the last day of the intern's employment.

The evaluation forms are self-explanatory and are included in the back of the handbook. The mentor is encouraged to meet with the intern and discuss the interns work performance after the completion of each evaluation. The interns need to know how they are doing. If at any point during the internship any issues, questions or concerns should arise, please reach out to the EnRICH administration ASAP at enrich@case.edu.

The University's Responsibilities

The responsibility of EnRICH is to assist students in finding and obtaining experiences to fulfill the objectives of EnRICH. Any questions or concerns can be directed to ENRICH administration by emailing enrich@case.edu. The university is under no obligation to provide students with internships. Internships are open to any student that is motivated to search and apply to them, as part of the internship experience is learning how to search and secure the job. In the event that issues arise during an EnRICH experience, EnRICH administration will mediate the situation to resolve all issues.

Instructions for Completing the Forms

All forms associated with the internship are provided by EnRICH. Forms will be provided electronically and should be submitted by email to enrich@case.edu. All forms should be submitted as PDFs.

Goals and Learning Outcomes Form
Meet with the mentor and complete the **Internship Goals & Learning Outcomes** Form before beginning the internship or no later than the first week on the job. If the job responsibilities change during the internship, please make every effort to submit an up-to-date form to enrich@case.edu.

Mentor's Midterm and Final Evaluation Forms
EnRICH staff will supply these forms to the mentor and provide sufficient time for his or her thoughtful completion of the student evaluations. The **Mentor's Midterm Evaluation** should be completed approximately half-way through the internship and the **Mentor's Final Evaluation** should be completed near the end of the internship, before the last day of the internship. Each evaluation should be emailed to enrich@case.edu.

Student Evaluation of Internship

The student should complete the **Student Evaluation of Internship** and email it to enrich@case.edu. The EnRICH staff continually monitors the quality of internships to ensure the students and EnRICH partners are getting the most out of this experience. The student may or may not share their **Student Evaluation of Internship** with the mentor. EnRICH staff may choose to share part or all of the evaluation with the mentor in order to assist the company/organization and mentor to enhance the experience for future interns.

Internship Goals & Learning Outcomes

Intern's Name: _____

Internship Job Title: _____

Purpose of this Form: To define the job responsibilities and set clear expectations for the internship. This form should be completed the first week of the internship.

Directions to the intern: Meet with your work-site mentor and complete this form before starting but no later than the end of your first week of the internship. If the job responsibilities change at any point of the internship, please update this document and submit it to the EnRICH administration. In your weekly reports, please reflect on the items listed below.

Directions to employer: Please spend some time clearly defining the responsibilities and goals for the internship. Formally listing these will insure that the intern, the mentor and the university are in agreement.

Job responsibilities
List the roles, activities, and duties that the intern will be performing.

1.
2.
3.
4.

Successful Results
List the desired results, expected deliverables and goals accomplished that would denote successful completion of internship

1.
2.
3.
4.

Professional Development
List any job-specific skills or knowledge that the intern will need to successfully perform the above. Also list any training that is planned to gain these kills or knowledge.

1.
2.
3.
4.

Mentor's Name: _____

Mentor's Signature: _____ Date: _____

Intern's Signature: _____ Date: _____

*When completed the work-site mentor needs to retain a copy for completion of evaluations. Please send a completed copy to EnRICH at enrich@case.edu.

Mentor's Midterm Evaluation

Intern's Name: _____

Criteria	Excellent (A)	Above Average (B)	Average (C)	Below Average (D)	Poor (F)
Attendance & Punctuality	☐	☐	☐	☐	☐
	Perfect attendance, often arrives to work early, but always is on time; communicates schedule changes to supervisor when appropriate; balances work and schools schedule effectively; highly dependable	Exhibits some A and C behaviors	Missed some work days, most excusable; occasionally shows up late on few occasions; communication on schedule to supervision needs improvement; school schedule creates noticeable conflicts with work schedule	Exhibits some C and F behaviors	Misses an extensive amount of work for inexcusable reasons; often arrives to work late; schedule is not communicated to supervisor
Job Preparation & Utility Of Work	☐	☐	☐	☐	☐
	Works to gain clear understanding of role task/expectations from supervision before work starts; often exceeds expectations performing job responsibilities; shows initiative to promote/implement new ideas; produces high quality of work; meets agreed upon deadlines, often finishing ahead of schedule; efficiently uses time and resources to get things done	Exhibits some A and C behaviors	Meets expectations on job tasks; sometime misses deadlines, but often for excusable causes; produces average quality of work	Exhibits some C and F behaviors	Does not meet expectations; cannot be trust to perform job tasks without constant supervision; often misses deadlines; produces a low quality of work; wastes time and resources
Ability to Learn on the Job & Work Attitude	☐	☐	☐	☐	☐
	Works with high degree of confidence; learns tasks quickly; approaches work challenges with a positive, can-do attitude; takes initiative to seek needed training without guidance; often contributes new ideas	Exhibits some A and C behaviors	Learns task with extra coaching/ monitoring; response to training slowly; maintains a positive attitude through most challenges; hesitant to take risks and try new tasks	Exhibits some C and F behaviors	Does not respond to training; shows little interest to learn; rebels against certain job tasks, constantly questions authority with little tact
Ability to Work Independently	☐	☐	☐	☐	☐
	Self-sufficient; works independently while using supervision effectively for check-ins and guidance; needs little or no monitoring to keep performance on schedule; exhibits initiative to improve without coaching; performs necessary job task with little direction	Exhibits some A and C behaviors	Often needs extra guidance to perform tasks effectively; some monitoring to keep performance on schedule; performs tasks only when directed; does only what is necessary to get the job done right	Exhibits some C and F behaviors	Cannot be trusted to work alone; needs constant supervision to keep on schedule; shows no initiative to perform
Safety Consciousness	☐	☐	☐	☐	☐
	Promotes the use of safe practices to others; always uses appropriate PPE to perform job tasks; always follows safety standards/guidelines; asks questions when unclear about safety policies/procedures before performing job tasks; exhibits a proactive attitude towards safety	Exhibits some A and C behaviors	Uses PPE for most job tasks; follows safety guidelines and procedures when asked or reminded; exhibits a compliance attitude towards safety	Exhibits some C and F behaviors	Needs constant reminders to use proper PPE; often does not follow safety guidelines/procedures exhibits an attitude that safety is a burden

Mentor's Midterm Evaluation

Communica-tion Skills	☐	☐	☐	☐	☐
	Speaks, writes, and comprehends technical ideas clearly and professionally; chooses the appropriate communication vehicle given the situation (for example, face-to-face, e-mail, voice mail); communicates effectively within a team environment; encourages, accepts and considers feedback from others; shares information and viewpoints openly and directly; involves the right people to obtain needed information	Exhibits some A and C behaviors	Written and/or verbal skills inhibits performance; hesitates to contribute ideas within teams; often only communicates when questioned; uses written communication to avoid face-to-face communication; provides limited feedback to others	Exhibits some C and F behaviors	Blatantly avoids communication; puts forth little effort to communicate with others; rejects feedback for others; misuses written communication tools (email); avoid face-to-face communication
Personal Relationship and Human Relation Skills	☐	☐	☐	☐	☐
	Often facilitates effective interaction and contribution of team members; welcomes and acknowledges others ideas and input.; tailors behavior/ communication approaches to fit different team members; contributes productively to group outcomes; works with others to reach agreement; leaves a positive impression with others	Exhibits some A and C behaviors	Contributes to team interaction in a limited fashion; works with others to the level the job requires; sometimes avoids situations that may produce conflict and/or sometimes ineffective with others that have different personalities or viewpoints; leaves a reserved impression with others	Exhibits some C and F behaviors	Avoids working with others when possible; contributes little to team interaction and outcomes; not willing to consider differing points of view; leaves a negative impression with others
Personal Appearance	☐	☐	☐	☐	☐
	Exhibits a very professional image. Follows company guidelines on dress code.	Exhibits some A and C behaviors	Follows company guidelines on dress code occasionally; sometimes needs reminders to comply.	Exhibits some C and F behaviors	Exhibits an unprofessional image; ignores dress code.
Overall Rating	Excellent (A)	Above Average (B)	Average (C)	Below Average (D)	Poor (F)
	☐	☐	☐	☐	☐

1. What are the intern's strong points?

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2. What can the intern do to improve their performance towards meeting the goals of the internship?

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3. Additional comments:

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Employer's Midterm Evaluation

The content of this report should be discussed with the intern.

Date of Evaluation: _____

Mentor's Name (Please print or type): _____

Mentor's Signature: _____ Date: _____

Intern's Signature: _____ Date: _____

This form must be signed by the mentor.

Mentor's Final Evaluation

Intern's Name: _____

Criteria	Excellent (A)	Above Average (B)	Average (C)	Below Average (D)	Poor (F)
Attendance & Punctuality	☐	☐	☐	☐	☐
	Perfect attendance, often arrives to work early, but always is on time; communicates schedule changes to supervisor when appropriate; balances work and schools schedule effectively; highly dependable	Exhibits some A and C behaviors	Missed some work days, most excusable; occasionally shows up late on few occasions; communication on schedule to supervision needs improvement; school schedule creates noticeable conflicts with work schedule	Exhibits some C and F behaviors	Misses an extensive amount of work for inexcusable reasons; often arrives to work late; schedule is not communicated to supervisor
Job Preparation & Utility Of Work	☐	☐	☐	☐	☐
	Works to gain clear understanding of role task/ expectations from supervision before work starts; often exceeds expectations performing job responsibilities; shows initiative to promote/implement new ideas; produces high quality of work; meets agreed upon deadlines, often finishing ahead of schedule; efficiently uses time and resources to get things done	Exhibits some A and C behaviors	Meets expectations on job tasks; sometime misses deadlines, but often for excusable causes; produces average quality of work	Exhibits some C and F behaviors	Does not meet expectations; cannot be trust to perform job tasks without constant supervision; often misses deadlines; produces a low quality of work; wastes time and resources
Ability to Learn on the Job & Work Attitude	☐	☐	☐	☐	☐
	Works with high degree of confidence; learns tasks quickly; approaches work challenges with a positive, can-do attitude; takes initiative to seek needed training without guidance; often contributes new ideas	Exhibits some A and C behaviors	Learns task with extra coaching/ monitoring; response to training slowly; maintains a positive attitude through most challenges; hesitant to take risks and try new tasks	Exhibits some C and F behaviors	Does not respond to training; shows little interest to learn; rebels against certain job tasks, constantly questions authority with little tact
Ability to Work Independently	☐	☐	☐	☐	☐
	Self-sufficient; works independently while using supervision effectively for check-ins and guidance; needs little or no monitoring to keep performance on schedule; exhibits initiative to improve without coaching; performs necessary job task with little direction	Exhibits some A and C behaviors	Often needs extra guidance to perform tasks effectively; some monitoring to keep performance on schedule; performs tasks only when directed; does only what is necessary to get the job done right	Exhibits some C and F behaviors	Cannot be trusted to work alone; needs constant supervision to keep on schedule; shows no initiative to perform
Safety Consciousness	☐	☐	☐	☐	☐
	Promotes the use of safe practices to others; always uses appropriate PPE to perform job tasks; always follows safety standards/guidelines; asks questions when unclear about safety policies/procedures before performing job tasks; exhibits a proactive attitude towards safety	Exhibits some A and C behaviors	Uses PPE for most job tasks; follows safety guidelines and procedures when asked or reminded; exhibits a compliance attitude towards safety	Exhibits some C and F behaviors	Needs constant reminders to use proper PPE; often does not follow safety guidelines/procedures exhibits an attitude that safety is a burden

Mentor's Final Evaluation

Communica-tion Skills	☐	☐	☐	☐	☐
	Speaks, writes, and comprehends technical ideas clearly and professionally; chooses the appropriate communication vehicle given the situation (for example, face-to-face, e-mail, voice mail); communicates effectively within a team environment; encourages, accepts and considers feedback from others; shares information and viewpoints openly and directly; involves the right people to obtain needed information	Exhibits some A and C behaviors	Written and/or verbal skills inhibits performance; hesitates to contribute ideas within teams; often only communicates when questioned; uses written communication to avoid face-to-face communication; provides limited feedback to others	Exhibits some C and F behaviors	Blatantly avoids communication; puts forth little effort to communicate with others; rejects feedback for others; misuses written communication tools (email); avoid face-to-face communication
Personal Relationship & Human Relation Skills	☐	☐	☐	☐	☐
	Often facilitates effective interaction and contribution of team members; welcomes and acknowledges others ideas and input.; tailors behavior/ communication approaches to fit different team members; contributes productively to group outcomes; works with others to reach agreement; leaves a positive impression with others	Exhibits some A and C behaviors	Contributes to team interaction in a limited fashion; works with others to the level the job requires; sometimes avoids situations that may produce conflict and/or sometimes ineffective with others that have different personalities or viewpoints; leaves a reserved impression with others	Exhibits some C and F behaviors	Avoids working with others when possible; contributes little to team interaction and outcomes; not willing to consider differing points of view; leaves a negative impression with others
Personal Appearance	☐	☐	☐	☐	☐
	Exhibits a very professional image. Follows company guidelines on dress code	Exhibits some A and C behaviors	Follows company guidelines on dress code occasionally; sometimes needs reminders to comply	Exhibits some C and F behaviors	Exhibits an unprofessional image; ignores dress code
Overall Rating	Excellent (A)	Above Average (B)	Average (C)	Below Average (D)	Poor (F)
	☐	☐	☐	☐	☐

1. What are the intern's strong points?

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2. What can the intern do to improve their performance towards meeting the goals of the internship?

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3. Additional comments:

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Mentor's Final Evaluation

The content of this report should be discussed with the intern.

Date of Evaluation: _____

Mentor's Name (Please print or type):_____

Mentor's Signature: _____Date: _____

Intern's Signature: _____Date: _____

This form must be signed by the mentor.

Student Evaluation of Internship

SCHOOL OF MEDICINE
CASE WESTERN RESERVE UNIVERSITY

Intern's Name _____

Company's Name _____

Name of Mentor _____

Criteria	Excellent (A)	Above Average (B)	Average (C)	Below Average (D)	Poor (F)
Supervision	☐	☐	☐	☐	☐
	Supervisor/ professional assists with learning and provides resources daily	Supervisor exhibits some A and C characteristics	Supervisor/professional assists with learning and provides resources weekly	Supervisor exhibits some C and F characteristics	Supervisor/ professional rarely assists with learning and provides too few resources
Project Accountability	☐	☐	☐	☐	☐
	Intern is given primary accountability for project and deliverable is checked by a professional	Accountability exhibits some A and C characteristics	Intern is given some accountability (50 to 75%) for project and deliverable is partially or not reviewed	Accountability exhibits some C and F characteristics	Intern is given too little (less than 50%) accountability of project; professional ends up performing job tasks
Project Outcomes	☐	☐	☐	☐	☐
	Project outcome is deemed a successful delivery in terms of schedule, cost, quality, safety, customer satisfaction, functionality, and other project objectives	Outcome exhibits some A and C characteristics	Project outcome meets some of the project deliverables	Outcome exhibits some C and F characteristics	Project outcomes do not meet project deliverables or intern's project does not complete
Opportunity to Learn	☐	☐	☐	☐	☐
	Learning of technical, and managerial skills is exceptional with all learning objectives and goals met	Learning exhibits some A and C characteristics	Learning of technical, and managerial skills is average with half of the learning objectives and goals met	Learning exhibits some C and F characteristics	Little learning of technical, and managerial skills with few of the learning objectives and goals met

Overall Rating of Internship	Excellent (A)	Above Average (B)	Average (C)	Below Average (D)	Poor (F)
	☐	☐	☐	☐	☐

Student Evaluation of Internship

1. What are the internships strong points?

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2. What can the company or mentor do to improve their performance towards meeting the goals of the internship?

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3. Additional comments:

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The intern may discuss the content of this report with the company mentor.

Date of Evaluation: _____

Mentor's Name (please print): _____

Mentor's Signature: _____ Date: _____

Intern's Signature: _____ Date: _____

EnRICH Director Signature: _____ Date: _____