



# TALENT DEVELOPMENT GUIDE

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BROUGHT TO YOU IN  
PARTNERSHIP WITH



*La Plata County*  
Colorado

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# 1. Program Administrator Contact

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## 2. Introduction

### a. Program Description

#### ***Leveraging Career Development for Business Growth***

The Alliance has partnered with La Plata County, Fort Lewis College and Pueblo Community College to create an internship program meant to have an immediate impact on workforce development, existing staffing needs, and business growth.

Alliance Members are eligible to apply for paid interns starting in May of 2022. The FLC Career Services will administer the program for recent graduates as well as seniors for credit hours. The program enables employers to select and develop future talent. The objective is to find strong candidates and become familiar with them prior to making a full-time offer. Employers have reported converting more than half of eligible interns into full-time hires which expedites onboarding and creates a cost savings in recruitment and hiring process.

How does the Internship Program Work?

- The Alliance has a simple online questionnaire for Employers who want to find candidates for internships for hire. Organizations that qualify will then register with the Alliance, in Handshake, FLC's intern matchmaking database.
- Candidates will be identified through FLC Career Services Program and chosen through an interview process by the employer. The Alliance will subsidize this internship at \$20 per hour for 150 hours of work with the employer. Students have an option of taking a for-credit internship or not-for-credit internship, but both will be paid.
- Each intern will be assigned a mentor, whether through the employing organization or FLC faculty if the skill set is outside of business core competency. Mentorship will also be paid for by the Alliance.
- Internship progress leading to potential for hire will be tracked with business and FLC Career Services.

## b. Internship Guidelines

### Partnership Roles & Expectations

The success of the internship/experience depends on the interaction of three components of the internship network: the student, Fort Lewis College, and the organization. The following lists responsibilities and expectations of each party during the internship.

#### **Fort Lewis College**

- Will recruit, mentor and support interns.
- Will routinely communicate with the organization's staff and identified project officials.
- Will be available for resolution of issues related to the intern.

#### **Fort Lewis College Intern**

- Will pay for housing unless provided by organization.
- Will provide transportation for the project unless provided by organization.
- Will provide the organization with reports on the projects completed.
- Will routinely communicate with the organization's staff and identified project officials.
- Will work the schedule as agreed upon with the organization.
- Will complete all required FLC internship requirements.
- Will abide by all the organization's rules, regulations, policies, and procedures.
- Will accomplish duties assigned in an agreed upon professional work plan.
- Will demonstrate professional dress, commitment, enthusiasm, and professional ethics (including confidentiality policies).
- Will provide constructive feedback for program improvement.
- Will be strongly advised to have medical insurance.

#### **The Organization**

- Will interview and select intern.
- Will support the education and professional development goals of the intern.
- Will provide appropriate and adequate worker's compensation coverage insurance for the intern.
- Will provide orientation to organization's culture, mission, and organization.
- Will provide tools, equipment, and materials for the project as needed.
- Will assign a supervisor to work directly with the intern.
- Will identify a list of project sites, work goals, objectives, and priorities for the internship.
- Will provide feedback to help evaluate and improve the intern's skills.
- Will be available for resolution of issues related to the intern.
- Will provide training for position.
- Will provide safety training if needed.
- Will provide constructive feedback to FLC faculty and staff for process improvement.



c. Quick Start Guide

| Intern  | Mentor  | Member Organization  |
|---|---|--|
| Why do you want an internship? What do you hope to gain from this experience? | Why do you want to be a mentor?                   | What current staffing needs or areas of expertise do you have that an intern can address?      |
| Do you feel like you could be a good fit with any profiles?                   | What are your areas of expertise?                 | Is your staffing need essential for long term operations of the business?                      |
| Is this internship in alignment with your career goals?                       | Go beyond what you do, describe "who" you are.    | Do you currently have an open position, part-time or full-time that an intern could apply for? |
| Are you prepared to enter into the business community?                        | Create thoughtful content in your profile.        | Could this role lead to job creation in the future?  |
| Would you like to remain in La Plata County long term?                        | Include all areas where you can provide guidance. | Is this position remote, in-person, or hybrid?   |

Step 1 - [Business/Member Application](#)

Step 2 - Register an employer profile Handshake and upload a job description ([joinhandshake.com](http://joinhandshake.com))

Step 3 - Alliance notify FLC when employers upload to Handshake - FLC recruit interns

Step 4- Employer interview candidates

Step 5 – Notify Alliance when candidate is chosen

Step 6 - Automated Feedback Survey to employers

### 3. Program Dates

a. Application Period - Alliance members are invited to apply on a rolling basis beginning in May 2022, until 20 internships have been filled. Due to limited number of positions available to be funded, we expect that all available internships will be filled in the first year of the program.

b. Match-making period - Once a business has registered in FLC's Handshake platform and uploaded a job description, FLC's Career Services will strive to recruit students for internships immediately. The interview period will vary on a case by case basis, depending on the availability of the student and the employer.

c. Program Start and End Dates - The pilot Talent Development Program will start in May 2022 and will run until all 20 internships have been filled. The grant funds for the program are available until May 2024 and upon successful implementation of the program, the Alliance and La Plata County will seek funds to continue the program beyond 2024.

### 4. Orientation

a. How to apply

- Alliance Members can find an employer questionnaire on the Alliance website here: [Employer Questionnaire](#). Once the Alliance has reviewed the employer interest and determined that it fits the criteria of the program, I will set an initial interview with the employer up to create a position description and register the position in Handshake.
- FLC Students and graduates can register their desired internship opportunities in Handshake.

b. Finding the right match

- FLC Student career Services Center will help to distill down candidates for employers, however, candidates will not be vetted by FLC. Employers must interview and choose the most appropriate candidate for their needs.
- Employers will schedule interviews with candidates and choose their best fit. Once an offer is made to a candidate, employers will inform the Alliance Program Manager of the student and the timeframe that 150 hours will be completed.
- The Alliance will reimburse the employer for \$20 per hour for 150 hours. Employers will be responsible for payroll taxes and workers compensation insurance for the intern.

c. Preparing for Mentorship

## THE FOUR PHASES OF MENTORING

For new mentors and those who have mentored without formal guidance, the knowledge that mentoring relationships have a predictable structure can be liberating:

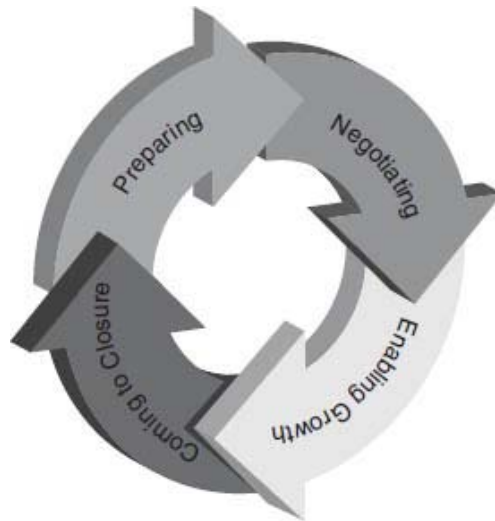
Phase 1: Preparing (getting ready)

Phase 2: Negotiating (establishing agreements)

Phase 3: Enabling Growth (facilitating learning)

Phase 4: Coming to Closure (looking back, moving forward)

Although these phases are predictable and naturally build on one another, they are not linear. In fact, we generally portray them as a cycle, as shown in the figure below. The phases are less bound by time definition and psychological milestones; rather, you will know where you are, where you are going, and where you need to be because of the behaviors required to move through each of the stages. With one mentee, for example, you may cycle through the phases smoothly; with another, you may find that although you are actively engaged in one phase, you need to revisit the previous phase. Simply being aware of these phases—and knowing that they are indeed predictable—provides significant signposts for both mentor and mentee.



Movement through the four phases follows a fluid yet foreseeable cycle and usually with some overlap between them. For example, during the enabling growth phase, when mentoring partners are most likely to face potential obstacles, they may need to renegotiate aspects of their mentoring partnership agreement in order to move forward and maintain the relationship. Sometimes mentoring partners move into the coming to closure stage prematurely and find that they have unfinished goals to complete before they bring the relationship to a close.

### **Phase One: Preparing**

The preparing phase is a discovery process. Because every mentoring relationship is unique, you and your mentoring partner must take this time to set the tone for the relationship by engaging in conversation, getting to know each other, and understanding each other's contexts.

Clarity about both expectation and role is essential for establishing a productive mentoring relationship. You can also explore your personal motivation and readiness to mentor this individual. Assess your mentoring skills to identify areas for your own learning and development.

### **Phase Two: Negotiating**

Negotiating is the business phase of the relationship—the time when mentoring partners come to agreement on learning goals and define the content and process of the relationship. Although you will establish goals and create a work plan during this phase, negotiating the relationship is not as simple as drawing up an agreement.

The heart of the negotiating phase has to do with creating a shared understanding about assumptions, expectations, goals, and needs. It involves talking about some of the soft issues in a relationship—important topics like ground rules, confidentiality, boundaries, and hot buttons, which often are left out of mentoring conversations because the partners find these issues difficult to talk about. Establishing boundaries in this way lays a solid foundation for building trust.

Another way to describe the negotiating phase is “the detail phase.” This is when the details of when and how to meet, responsibilities, criteria for success, accountability, and bringing the relationship to closure are mutually articulated.

### **Phase Three: Enabling Growth**

The enabling growth phase is the work phase of the learning relationship, when most of the contact between mentoring partners takes place. Although it offers the greatest opportunity for nurturing learning and development, the mentoring partners are also most vulnerable to the obstacles that can contribute to derailment of the relationship—even when obstacles and goals have been clearly articulated. Inevitably each relationship must find its own path and maintain a sufficient level of trust to develop a quality mentoring relationship and promote learning.

The mentor's role during this phase is to facilitate learning by establishing and maintaining an open and affirming learning climate and providing thoughtful, timely, candid, and constructive feedback. Both you and your mentee will monitor the learning process and learning progress to ensure that the mentee's learning goals are being met.

### **Phase Four: Coming to Closure**

Coming to closure is much more than simply marking the end of the mentoring relationship; it is an opportunity for both partners to recognize and celebrate what they have learned. This evolutionary process has a beginning (establishing closure protocols when setting up a mentoring agreement), a middle (anticipating and addressing obstacles along the way), and an end (ensuring that there has been positive learning, no matter what the circumstances). All three components are necessary for satisfactory closure.

Successful closure encompasses evaluating, acknowledging, and celebrating achievement of learning outcomes. Both mentors and mentees can benefit from closure. It is an opportunity to harvest the learning and apply what you have learned to other relationships and situations.