

Internship Supervisor Handbook

Employer Internship Fact Sheet

Employer Tip Sheet

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Intern Orientation to the Workplace

What Every Supervisor Should Know

Four Steps to Training Interns

FAQs

Work-Based Learning Activity Evaluation

Attachments:

Timesheet

Copy of the Intern's Training Plan and Evaluation

WBL Training Plan and Evaluation Guide

Employer Internship Fact Sheet

Through an internship, NYC high school students are placed at a worksite for a defined period of time to participate in and observe work first hand.

Internships provide a direct benefit to the employer and give students the opportunity to learn by doing real work and being productively engaged in the workplace. Interns may work individually, in teams, work on a project or rotate through a number of departments and job functions.

Program Level: 11th grade or higher
Employer/Student Ratio: 1:1 (maximum 1:5)
Duration: 6-8 weeks, 60 or more hours
Location: Workplace
Costs: Wages (often subsidized)
Special Considerations: Internships may be paid or unpaid, depending on whether the student is performing productive work for the employer and other factors.

See USDOL Internship Factsheet #71
<http://www.dol.gov/whd/regs/compliance/whdfs71.htm>

Why is an Internship important for students?

- Every young person needs a first job, and for many, an internship provides that opportunity.
- An internship provides exposure to a wide range of careers and jobs within the industry and a chance to explore a field of interest.
- Students who participate in an internship experience higher graduation rates and better employment outcomes later in life.
- Helps develop occupational knowledge and the ability to perform successfully in the workplace.
- Offers an opportunity to develop, practice and demonstrate new skills and to learn what education and skills are needed to be successful in the industry.
- Gives students a chance to develop adult and team relationships.

What are the benefits to my company?

- Introduces potential future workers to job opportunities with your company.
- Exposes students to the skill needs, educational requirements and career opportunities in your industry.
- Brings new energy and a fresh perspective to your workplace.
- Shows your employees that you are committed to supporting education and helps them understand how to communicate with the next generation of workers.
- Provides opportunities for existing workers to develop supervisory skills.
- Promotes an understanding of the role and contributions of your business in the community.
- Offers a public relations benefit.

What do I need to do next?

- Contact your work-based learning coordinator and work with him/her to design the internship.
- Arrange for a presentation to your employees.
- Consider any impacts on company policy.

Resources

- Distribute the Employer Internship Tip Sheet to interested employees.
- Review the Employer Participation Options Fact Sheet to learn more about how to get the most out of your partnership with the NYC Department of Education.

Employer Internship Tip Sheet

Internship

Through an internship, NYC high-school students are placed at a worksite for a defined period of time to participate in and observe work first hand.

Internships provide a direct benefit to the employer and give students the opportunity to learn by doing real work and being productively engaged in the workplace. Interns may work individually, in teams, work on a project, or rotate through a number of departments and job functions.

Tips

When hosting an intern or launching an Internship program at your company, keep the following success factors in mind.

Before the Internship

- Contact your work-based learning coordinator to discuss hosting an intern. If/when you decide to move forward, interview and select or hire the student intern.
- Work with the work-based learning coordinator to develop and design the internship.
- Determine who supervises and guides the intern.
- Review the informational packet provided by the intern's school.
- Meet with the coordinator and the intern to finalize learning plans and agree on an ongoing communication strategy.
- Inform other staff that an intern will be at the workplace.

During the Internship

- Provide a workplace orientation for the intern.
- Consider ways the intern can develop employability skills (ask the coordinator for a copy of the list) and be exposed to a range of careers in your industry.
- Identify opportunities that will support the intern's academic, occupational and employability skill development and assist the intern in working toward learning objectives.
- Think about ways you can serve as both a coach and supervisor.
- Communicate successes and opportunities to the coordinator that can be used to enhance the value of classroom connections.
- Use the WBL Training Plan and Evaluation to assess the intern's performance at a mid-point and completion of the internship. Discuss it with the intern and the coordinator.

After the Internship

- Hold a debriefing session internally at the company, review the effectiveness of the Internship program and make suggestions for improvement.

Resources

- Review the Employer Participation Options Fact Sheet to learn more about how to get the most out of your partnership with the NYC Department of Education.

Did You Know?

Student interns are learning about your industry and are considering how they might prepare for and their career.

Students who participate in internships while in High School enjoy higher graduation rates and better employment outcomes later in life.

Intern Orientation to the Workplace

Thank you for providing internships to our students! This internship will help prepare them for college and career success, and it starts today. Orientation day is critical for the interns as it helps set the standards for the rest of the internship. Assume the interns have no knowledge of your working environment. Go above and beyond in explaining the following items and periodically check for understanding.

Here is a checklist of items to cover during your internship orientation:

During the Intern Orientation, Give Emphasis to:	
	Reception area and administrative support staff that may be points of contact for the interns.
	Kitchen/Break area and proper protocols (i.e. washing dishes, storing food, consuming food, shared utensils or food containers).
	Emergency exits. Point out all emergency exits and the fact that elevators may not be operational during an emergency. Be sure to follow the most practical emergency exit to the location outside where the intern should meet with coworkers during an emergency.
	Copy room. Point out proper protocols to be used in the copy room (i.e. copy codes for projects, disposal and recycling).
	Internship supervisor desk or office area.
	Intern's desk or office area. Point out protocol for eating, recycling, trash, desk cleanliness, etc.
	Conference rooms. Point out how to reserve and use conference rooms and protocols for leaving the room after use.
	Be sure to introduce the intern to as many staff as possible, making introductions, including the person's role in the company. Point out proper methods to communicate with office staff and people to contact or report to when you are away from the office. Always have a second and third point of contact for interns.

General Orientation Checklist:	
	Discuss the use of mobile devices and company property (i.e. proper internet usage).
	Explain the protocol for reporting a completed task.
	Present an overview of company products and services. Interns should have previously done research. Point out organizational structure and functions of various departments.
	Discuss skills the intern wants to develop during the internship.

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The Work and Learning Process What Every Worksite Supervisor Should Know

There are many ways to supervise people and get a job done. There are many ways to teach people new skills. Supervising a learning-rich task requires a supervisor who is more of a coach than a boss. Supervisors must ask themselves the following eight questions:

- **What work needs doing that is of value to the organization?**
Make sure that the project and its tasks have some real benefit to the company. People know when they are doing make-work. Real goals foster real effort. Real accomplishments foster and raise higher self-esteem.
- **How will student workers be directed to do the task?**
The key here is to offer advice rather than answers. That advice usually comes in the form of a question, which facilitates the youth and young adult to arrive at his/her own conclusions. As an expert, we want to share all of our knowledge in our particular discipline. However, the best way for young people to learn is through exploration. This does not mean that answers are never given. However, in most cases, there are multiple options, multiple solutions, and multiple answers. The responsibility is to coach the youth and young adults to find solutions...not give a solution.
- **What should the young workers learn?**
In addition to learning the skills they need to accomplish the project at hand, youth and young adults are learning skills that are applicable to a broad range of jobs. Encourage young people to think about what other ways they might use the skills they are practicing at the moment. Ask young people to tell each other and supervisors what skills they think they are learning.
- **How will they best learn it?**
We know from research that people learn best in an authentic context, that is, they learn skills by using the skills, and by reflecting on what they have done. As youth and young adult workers progress through their work, have them reflect on their work and learning in a journal, in group discussions, and on their own.
- **What is the supervisor's role in this process?**
There are at least two roles: the overseer and the coach. The overseer makes sure that the work gets done, and the young people understand the consequences if it does not. It is important that both the supervisor and the youth and young adult agree on clearly articulated expectations. The second role is much more complex, and one that we suggest is a critical element to the success of both the supervisor's and young person's work experience. In the role of coach, adults encourage young people through the process of what they are doing and encourage young people through the process of what they are doing and learning. The coach prods young workers to learn from and improve their performance. The coach asks questions to encourage young people to think about possible solutions rather than giving answers. If you give them answers, they will learn not to find their own. If you give them thoughtful questions, they will learn to seek and find the information they need to produce solutions.

Adapted from Work-Based Learning: Learning to Work; Working to Learn; Learning to Learn, Strumpf, Center for Strategic Change

Four Steps to Training Interns

1. Preparation

- Develop a training plan listing the tasks and skills required for the job
- Decide when and how training will be accomplished
- Decide who will conduct the training

2. Telling and Showing

- Describe what should be done
- Demonstrate how to do the task
- Ask questions, check for understanding

3. Practice

- Allow intern to do the task
- Correct errors
- Ask interns to describe what they are doing

4. Performance

- Allow interns to work on their own
- Designate someone to go to for help
- Check frequently for progress
- Ask questions
- Provide feedback on performance

Suggestions for Helping Interns Improve

- Express concerns verbally to intern. Discuss specifically what is causing concern and develop a plan for the intern to improve on their actions. Inform student of next step in improvement plan.
- Develop a written improvement plan with the student. Communicate any concerns and improvement plan with (Network Intermediary's contact). Inform student of next step in improvement plan.
- Meet with intern to evaluate intern's progress on improvement plan. Discuss possibility of termination and modify the improvement plan.
- Evaluate lack of progress on improvement plan, and move to termination

Frequently Asked Questions

- Who is the supervisor's first point of contact in this internship program?
(contact from Network Intermediary)
- Can the intern travel in a company vehicle?
Yes, the intern is permitted to travel under supervision in a company vehicle during work hours. He or she cannot travel in a private vehicle with an employee of the company.
- How does the supervisor deal with tardiness and/or disciplinary issues?
The supervisor should follow the list of suggestions on page 3 and also get in touch with (contact from Network Intermediary).
- What happens if the intern cannot report to work due to illness or other valid reasons?
The intern is expected to communicate with the supervisor in advance. The intern may also let the (contact from Network Intermediary) know, who will then inform the supervisor.
- Are there any guidelines as to what specific tasks interns are not allowed to do on the worksite?
Please see Legal Guide to Labor Laws and Safety.

Work-Based Learning Activity Evaluation

Host/Volunteer

WBL Coordinator

Teacher

Work-Based Learning Activity Type _____ Date(s) _____ Employer Partner _____ School/Organization _____ Industry/Career Pathway _____ # of Students _____ Please rate your experience by circling a number that best describes your level of agreement with each statement. <div style="text-align: center;">4=Strongly Agree; 3=Agree; 2=Disagree; 1=Strongly Disagree</div>	
I understood the purpose of the activity and my role in it prior to the experience.	4 3 2 1
The experience was valuable and worth my time and effort.	4 3 2 1
I felt supported in making the experience a success.	4 3 2 1
I would participate in this or another NYC DOE activity in the future.	4 3 2 1
Comments:	