

EMPLOYER GUIDE TO **INTERNSHIP**



PROVIDED BY

Academy X

Excellence, Experience, Expertise

**A Leadership and Humanities Program
at Sir Francis Drake High School**

***...working with businesses and the community
to support high school students in obtaining
work-based learning experiences***



Academy x

Dear Community Member/Employer:

The Academy X is happy to provide you with this *Employer Guide to Internship*. The Internship Program offers an opportunity for students to gain "hands on" workplace skills and to test their academic knowledge in the "real world". It has been designed to meet the needs of all students, whether bound for college or the world of work.

The *Employer Guide to Internship* contains the following **informational materials**:

1. The Role of the Employer in the Internship Program
2. Benefits to Businesses and Organizations of Hosting Interns
3. Key Elements of a Quality Internship
4. Internship: Answers to Questions Frequently Asked by Employers
5. Employer Guidelines for Working with Interns

The following **forms** are also included:

1. Internship Agreement (for your information and future reference)
2. Employer Assessment of Student Intern (for your information and future use)

For additional information regarding the legal aspects of hosting interns, we have also enclosed a copy of *Paid and Unpaid High School Internships: A Handbook for Employers*, prepared by the Buck Institute for Education.

Thank you very much for your interest in the Internship Program. We look forward to working with you. Please feel free call with any questions at 458-3487.

Sincerely,

Tom Markham



THE ROLE OF THE EMPLOYER IN THE INTERNSHIP PROGRAM

INTRODUCTION

Businesses and nonprofit organizations have been playing an increasingly important role in helping to educate children and young people. Students are faced with unprecedented challenges as they approach their graduations from high school. Most of these challenges can be summarized by one word: change. They will face rapidly changing workplace demands, including exponential increases in the sophistication of technology; they can expect to change careers three to five times over the course of their working lives; they will live much longer and more complex lives than we have ever known. The skills they will need above all others are 1) self-knowledge/self-confidence and 2) the ability to "learn how to learn". They will also need very specific training in technologies and workplace methods that are only now emerging.

At the same time, given financial constraints and the very nature of schools as essentially artificial environments, schools alone can not adequately prepare students to meet the challenges of the future. They can not, alone, offer the range of experiences many students need to discover their unique interests and talents; they often cannot instill in students the true meaning of "learning how to learn". Finally, they can't possibly offer much of the specialized technical training students will need. Only when exposed to a variety of environments and when confronted with "real time" problems will students begin to grasp the urgency of the demands they will face and develop the necessary skills.

Businesses and organizations, on the other hand, working closely with schools, are in the unique position of being able to offer students the opportunity to develop these skills. One of the best ways businesses and organizations can contribute to students' education is by taking in Interns. They can also offer other kinds of exposure to the workplace, through mentorships and job shadowing, or opening their doors for school career field trips. In the process, they will also benefit.

THE ROLE OF THE EMPLOYER: TRAINER/MENTOR

The role of the employer/intern host is essentially one of trainer/mentor. The intern who arrives at the workplace will have been carefully matched to the employer; the student will have expressed interest in working with the given organization and will have had a thorough orientation to both general workplace expectations and to the company/organization itself. However, for the vast majority of the students, Internship will be their first "real world" work experience and some students may even have had difficulties in meeting standard workplace expectations in the past. The host, therefore, must see the student as a trainee, not as an experienced employee. As reflected in the following documents, the role of trainer/mentor will involve careful explanation of expectations, ongoing guidance, feedback and training to the Intern, and formal evaluation. It is also expected that students will be given real work and problems to solve, will be offered continual challenges, and at the same time, will have the opportunity to master specific skills and/or achieve meaningful goals.



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BENEFITS TO BUSINESSES AND ORGANIZATIONS OF HOSTING INTERNS

Some of the ways in which businesses and organizations can benefit from taking in interns include the following:

- influence over the kinds of skills students will develop, including those needed in their particular industry;
- ensuring that students entering the workforce will be adequately trained, thus alleviating some of the burden of future training costs;
- "prescreening" potential employees;
- opportunity to expand the interpersonal, training and supervisory skills of current employees as they mentor Interns;
- opportunity to contribute to the community and relieve some of the burden placed on schools.



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KEY ELEMENTS OF A QUALITY INTERNSHIP

This list of "key elements" highlights the factors that distinguish internships as important learning experiences for students.

- The nature of the internship is related to one or more of the classes the student is enrolled in and/or the educational goals and career interests of the student.
- The internship experience is designed by the classroom teacher, the student, worksite supervisor and the school liaison. The plan is grounded in the student's capabilities, interests and goals.
- One or more sets of school-acquired concepts are linked to the work-based learning and targeted as internship outcomes.
- The scope of the worksite experiences is sufficiently extensive as to require no less than several weeks to reach competence.
- There is sequence to the learning which has some internal consistency among tasks and groups assigned, and each links to the whole worksite experience.
- At the internship site, the intern has an immediate supervisor who provides directions or instruction and close supervision initially, then supervision as necessary.
- There is periodic evaluation of learning by the worksite supervisor and a liaison from the school.
- When appropriate, there is planned "overlearning" to assure full competence.
- When the targeted level of competence is acquired, the intern is rotated to a new experience at the same site or is given additional tasks to master. For some interns, transfer to another site and community agency is part of the original plan.



INTERNSHIP: ANSWERS TO QUESTIONS FREQUENTLY ASKED BY EMPLOYERS

The Academy X thanks you and your organization for taking an interest in hosting student interns. The following offers answers to questions frequently asked by employers about internships.

When will the student be available?

Students will be available between 8:00 AM and 3:30 PM on Tuesdays and Thursdays. At least once per week--usually on a Monday--students attend classes in their academic subjects (US History and American Literature). Occasionally, class will be held on a Tuesday or Thursday (see schedule). Students should have 20% of their time at work to complete assignments that connect the curriculum to work.

Do I need to pay? If so, how much?

The program's emphasis is offering training to students, and an extension of their academic experience. So, in most cases, internships will be unpaid. Instead students will receive school credit for their experience. However, if you are using the student in an employee role in addition to training, pay is essential and it must be no less than the minimum wage. You may choose to increase the pay rate as the student advances in duties assigned. As the decision to hire the student as an employee may impact the attainment of specific internship learning objectives, it should be discussed and cleared with the school Internship Liaison. Also, for students being paid, there are restrictions on the working hours, and a "work permit" is required. School personnel will provide support in working through all these matters.

How long is an internship?

The interns will be available to work on January 13. Their last day of work will be March 16.

What about insurance?

For unpaid interns, or students at your worksite for mentoring or job shadowing, the student's school district will be responsible for the insurance coverage, as these are school sponsored activities. (Students may be asked to cover their own liability, however, while in transit between the school and the worksite.) If the internship is paid -- the exception, rather than the rule -- the student would be covered by the employer's normal Workers' Compensation insurance, as if the intern were an employee. In a well run business, there is no significant additional risk for taking in interns. Schools have been successfully placing students in business for decades with a very low incident of injury. Naturally, employers would be liable in the event of gross negligence or sexual harassment.

Are there tax issues or benefits?

The only tax consideration is that you will handle withholding of wages for a paid internship the same as you do for any part-time employee. Presently, there are no tax benefits. This matter will be studied further, and if something useful emerges, you will be informed. In the meantime, you may want to discuss the matter with your tax accountant.

What if it's just not working?

A basic understanding from the start is that the internship experience must work for the employer, the student, and the school. To assist with communication and coordination, school liaison will make periodic contacts (about twice a month) to observe, to track coordination of in-school learning and on-the-job learning, and to work out problems which may be developing. Both the employer and the intern can call the school or the county office if they need help.

We acknowledge the possibility of unsuccessful placements and encourage the employer and the student to recognize when the placement isn't going well. Isn't this part of the "real world"? If the internship is not working for the employer, the student, or the school, that party can say so, and the intern will be withdrawn with no hard feelings. The school will assist the employer and the student in making an orderly transition. Both the employer and the student may request another internship if that is in their best interest.

Feedback.

During the course of the internship, and particularly at the end, we feel it is extremely important to receive comments from the participants about their experience. Students will be asked to keep a journal of their experiences on the job. You, in turn, will be asked to provide feedback to the students about his/her performance and will also have the opportunity to comment on the program itself. This feedback will enable us to continually improve the program for all students.

We hope this answers your questions. Thank you for your interest!

Schedule of internships: 1998

Work Days: January 13, 15, 20, 27
February 3, 5, 12, 19, 24, 26
March 3, 5, 12, 17, 19

Class Days: January 22, 29
February 2, 10, 17, 23
March 2, 10, 16



EMPLOYER GUIDELINES FOR WORKING WITH INTERNS

Basic Responsibilities

- Understand the students' goals and objectives in joining the internship program.
- Be clear about job responsibilities with the student before the internship begins.
- Reiterate the importance of nondisclosure/confidentiality as it applies to your specific department.
- Reiterate the importance of conduct rules and reasons for immediate termination of internship.
- Review safety rules and emergency procedures, including the location of emergency exits, fire extinguishers and first-aid kits.
- Be clear with students regarding specific department procedures.
- Be clear with students regarding changes in internship responsibilities.
- Be clear with students if supervisors or managers change.
- Review students' work on a regular basis.
- Provide feedback to students on a regular basis.
- Allow the student time to complete school assignments that connect Economics, writing and their research projects to work.

Other Helpful Hints

- Respect the confidentiality of students and student information.
- Respect the professional opinion of the teachers and internship facilitators.
- Communicate with the teacher and parent.
- Encourage students to relate their internship experiences back to the schools.
- Remember that good communication is the key to effective problem resolution.
- Call the Academy X office at 458-3487 if you have any questions or concerns.



STEPS FOR EMPLOYERS HOSTING INTERNS

Hosting an Intern

1. Provide training and mentoring, as agreed upon.
2. Provide student with continual feedback on performance.
3. Provide feedback to school Internship Liaison and inform school about any changes in the students' schedules, about any performance difficulties or about any other problems with the placement (form to be provided if necessary) or call 458-3487.
4. Complete form entitled "Employer Assessment of Student Intern" (enclosed) at the end of the internship .
5. Meet with student to provide assessment results; give copy of assessment form to student and send copy to the MCIC office, as specified on form.

**If you have any questions or there are any problems with placements,
please contact the Academy X office at 458-3487.**

Thank you!



INTERNSHIP AGREEMENT

This commitment must be read, understood and signed by the student intern and the employer (a.k.a. Field Supervisor). It will also be signed by school staff and the parent, if appropriate, to ensure that all parties concur with the goals and expectations of the internship. (Please attach additional sheets if necessary.)

Name of Student: _____ SSN: _____
Company or Organization: _____ Dept. _____
Address of Internship Location: _____
Contact Person Name: _____ Title: _____
Telephone: _____ Fax: _____ Email: _____

The internship is set up for a minimum of _____ hours during the _____ semester.

INTERNSHIP SCHEDULE:

Begins ___/___/___ Ends ___/___/___ Planned Absences: _____

MON	TUES	WED	THURS	FRI	SAT
_____	_____	_____	_____	_____	_____

The student will report to: _____
name title

INTERNSHIP GOALS/LEARNING OBJECTIVES:

1. _____
2. _____
3. _____

GENERAL RESPONSIBILITIES/JOB DESCRIPTION: _____

SPECIFIC PROJECTS AND PRODUCTS: _____

I, _____ agree to the following expectations:

student name

1. To be regular in attendance and on time in my assigned internship.
2. To conform to the regulations of the organization in which I am working.
3. To notify my Field Supervisor on days that I will be absent.
4. To notify my school Internship Liaison should any problems or concerns arise.
5. To complete the required time sheet and turn it in to the Internship Liaison on a regularly scheduled basis (Mondays).
6. To inform parent(s) and teacher(s) of internship placement and experiences.

I, _____ agree to provide the following:

supervisor name

1. Assignments and duties that constitute a learning experience for the student.
2. Mentorship for the student.
3. Signed time sheets, if requested.
4. Assessment and feedback to the school Internship Liaison or county MCIC office, as requested.
5. Notification at any time to the Internship Liaison if work performance is unsatisfactory or there are any problems with the placement.

Further, I understand this is a new project and agree to work with Academy X and school Internship Liaison to improve and/or revise the internship program. If there are any problems during this process, I may contact the Academy X office at 458-3487.

We have read the Internship Job Description and are clear about the expectations for the student and the employer.

Field Supervisor Signature: _____ Phone: _____

Student Signature: _____ Date: _____

School/MCIC Staff Signature: _____ Date: _____

Parent Signature (if applicable): _____ Date: _____



EMPLOYER ASSESSMENT OF STUDENT INTERN

Student Name _____

Position or Description of Assignment _____

Using the six-point scale below, please circle the number that best represents your evaluation of the following activities related to the intern as follows:

1	2	3	4	5	No
Needs More Training or Education	Performs Below Expectation	Performance is AcceptMCIC	Performs Above Average	Performance is Superior	No Opportunity to Observe

I. General Workplace Performance

Attendance	1	2	3	4	5	No
Appropriate dress	1	2	3	4	5	No
Attitude	1	2	3	4	5	No
General work habits	1	2	3	4	5	No
Acceptance of constructive criticism	1	2	3	4	5	No
Ability to prioritize	1	2	3	4	5	No
Asks appropriate questions	1	2	3	4	5	No
Motivated and a self-starter	1	2	3	4	5	No

II. Specific Job Assignment Performance

Sufficient knowledge to perform tasks	1	2	3	4	5	No
Analytical skills	1	2	3	4	5	No
Oral skills	1	2	3	4	5	No
Written skills	1	2	3	4	5	No
Organization skills	1	2	3	4	5	No
Technical skills	1	2	3	4	5	No
Meeting timelines	1	2	3	4	5	No
Completing tasks	1	2	3	4	5	No

III. Growth on the Job

Development of new skills 1 2 3 4 5 No

Examples:

Change in attitude or behavior 1 2 3 4 5 No

Examples:

Contribution to the jobsite/tasks 1 2 3 4 5 No

Examples:

IV. Has the intern met the following goals stated in the Internship Agreement?

Goal 1 1 2 3 4 5 No

Comments:

Goal 2 1 2 3 4 5 No

Comments:

Goal 3 1 2 3 4 5 No

Comments:

What do you consider the major strengths of this intern?

In what area(s) would you recommend this intern improve?

Other comments, commendations, or recommendations:

Name of Company/Organization_____

Name of Supervisor Completing this Form_____

Date: _____

**Please return to the Academy X, Sir Francis Drake High School
1327 Sir Francis Drake Blvd., San Anselmo, CA 94960 or fax to 458-3477**