

NAF INTERNSHIP TOOLKIT

PARTNERSHIPS FOR AMERICA'S YOUTH

2006/09 INTERNSHIP TOOLKIT



The NAF Internship Toolkit

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Overview of the Internship Toolkit*

The compensated internship is perhaps the most memorable and critical component in the NAF Academy experience for high school students. It is also one of the most rewarding, as it is the opportunity for students to apply, in a real world setting, what they've learned in their Academy, and core classes during the preceding years. To ensure that each student's compensated internship lives up to the expectations of all the participants, all stakeholders must invest an appropriate amount of time and resources.

A compensated internship is not just a job. It is an extension of the Academy classroom instruction and curriculum, further developed and challenged in a business environment, supervised by business leaders in a real-world setting, resulting in a broad, relevant, enriching educational experience for the student. Done correctly, compensated internships provide the context in which a student's classroom learning is applied. But the compensated internship doesn't stop at just applying classroom skills in a work environment. It also exposes the student to a broad view of work experiences and situations, which could be expected if the student were to pursue a career in that field. The student is also exposed to a broad array of soft, workplace skills: teamwork, decorum, ethics, creativity, time management, ingenuity, problem-solving, comportsment, critical thinking and a solid understanding of the importance of excellent written and oral communications skills. This combination of benefits provides an invaluable foundation for any career the student chooses to pursue in the future.

The Internship Toolkit has been designed as a resource to help students, school programs, and business leaders prepare for this most challenging and life-changing component of the NAF curriculum. Over the past several years, many organizations and individuals, both inside and outside the NAF network, have successfully implemented compensated internship programs for high school students. This Toolkit serves to bring many of these resources to a single place where high school administrators, counselors, staff, students, parents, business and civic leaders and others may find answers to questions and hands-on solutions to challenges related to offering paid internships to high school students. The Toolkit provides assistance and suggestions for organizing and administering an effective internship program. It represents a sharing of ideas and documents developed by the joint efforts of Academy programs across the United States. The guidelines that follow are flexible and can be modified as necessary, to meet local needs and issues.

* **Note:** This "hard copy edition" of the Internship Toolkit was printed from the Internship Toolkit located on NAF's website at: <http://www.naf.org>.

Any recent online changes to the Internship Toolkit may not be reflected in this hard copy version. Also, this Internship Toolkit is divided into three "user" sections; student, school and employer. Some redundancy exists between these sections, since it is not expected that any one individual will read through and use the entire document, but rather, turn to, and use the appropriate section, based on their individual position and needs.

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INTERNSHIP BENEFITS

1. Student Benefits

- Opportunity to apply skills and information learned in NAF curriculum, in real-world venue
- Connects the classroom to the real-world, and provides the answer to the question, “Why do I have to learn this?”
- Confirms the importance of good attendance, punctuality, and efficiency
- Opportunity to learn technical, professional, employability and interpersonal skills
- Opportunity to earn money
- Reference for college applications
- Source of contacts for future jobs

2. Company Benefits

- Available source of temporary employees during critical periods
- Opportunity to select from students who have become familiar with industry practices through Academy programs
- Opportunity to orient students to corporate culture, nurture the relationship through college, and hire them work-ready
- Future employee pool
- Opportunity for local publicity and positive public relations
- Contribution to public school education and to the creation of a motivated, educated workforce

3. The Ideal Academy Internship

- Lasts six to ten weeks, typically after the end of the junior year.
- Pays at least the current national minimum wage (\$7.25/hour) (although the average hourly wage paid nationally in 2008 was \$18.00)
- Provides the intern with a supervisor who will guide the student through the work experience, and a mentor who will help students with college and career decisions.

- Offers the intern opportunities to learn about all aspects of the business
- Challenges the intern to think and solve problems
- Enhances the work experience with seminars and luncheon meetings
- Utilizes skills learned in special Academy courses, as well as specific knowledge of the industry and its components
- Includes pre-internship preparation activities and post-internship recognition activities connected to student work experiences

ABOUT THE STUDENT'S ROLE

STUDENT PREPARATION & PLANNING

This area of the Internship Toolkit addresses preparation issues. In order for both the student and the employer to get the most out of the time spent together during the internship, the student must possess a reasonable knowledge of what responsibilities the internship position will include and what the employer expects. Simple issues such as the customary dress code, start and end times, appropriate telephone greetings, etc., as well as the type of required technical skills (financial analysis, accounting, word processing, spreadsheet, database, customer service, mathematics, etc.) need to be addressed at this time so that the student can be well prepared for the interview process and the subsequent internship experience.

The school coordinator (typically the Academy Director) and employers can help prepare the student in a number of ways. They should provide a pre-internship workshop, presented by employers, which addresses workplace issues, such as business etiquette, telephone skills, dressing for success, dining skills, etc. Employers may also put on workshops about resume writing, interviewing skills, oral and written communication skills, presentation skills, etc. This entire process is intended to prepare the student for a successful transition into a compensated internship position during their junior and/or senior years in high school.

The duration of the internship must be the equivalent of between 6 and 10 weeks (240 – 400 hours). While the ideal internship might be a full time position over the summer, the internship may occur during the school year on a part-time basis if this arrangement works best for the student and the employer. If the student has a preexisting job, this may in fact qualify as a NAF internship provided that the Director works with the student's current supervisor to explain the purpose of the internship versus the regular job experience and is convinced that the student will have the kind of broad view experience that would otherwise be available in a more traditional internship setting.

It is incumbent upon the Director to ensure that the student receives the proper internship experience. If an existing employer cannot provide that experience, the student should be encouraged to participate in a more traditional internship with another employer.

BASIC STUDENT REQUIREMENTS

PREREQUISITES FOR PLACEMENT

Prerequisites for placement may vary by Academy, typical prerequisites include:

1. Satisfactory performance on the preliminary interview conducted at the school by Academy staff.
2. Submission of an acceptable resume.
3. Availability for a minimum of six consecutive weeks during the summer, or a commitment to work as an intern during the school year an equivalent amount of time.
4. Personal possession of requisite employment documents (Social Security Card, Green Card [if necessary], working papers, etc.)
5. Submission by school of supporting documents (Confidential Teacher Reports, Permanent Records).
6. Recommendation of the Academy Director.
7. Proper business attire and careful grooming for all appointments.
8. Keeping and being punctual for all appointments for interviews, testing and placement. (Failure to keep appointments will result in removal from internship pool).
9. Attendance at the Academy internship orientation.
10. Acceptance of placement tendered by sponsor firm. Students may not reject a job offer; a student must immediately report any problem related to placement, to the immediate attention of the Academy Director.

GUIDELINES FOR INTERVIEW

Interview Panel

1. One Academy staff representative
2. One or two industry representatives: human resources/personnel representative, and a person likely to be a direct supervisor.

Time Frame

1. Minimum of twenty to twenty-five minutes per student
2. Five minutes between interviews to record final summary data on Interview Record

Materials Needed by Interview Panel

1. Student report cards

2. Interview Record Form (Parts I and II)
3. Confidential Teacher Evaluations

Potential Questions

1. Tell us something about yourself.
2. What do you think are your personal and academic strengths in school? Other areas?
3. What is your weakness in school? Other areas?
4. What would you consider to be the highlight(s) of your life thus far?
5. Are you available and interested in working more than six weeks?
6. What final report card grade are you anticipating in _____?
7. What part of (insert specific course) did you enjoy the most?
8. What type of firms or organizations are a part of the _____ industry?
9. If you were working in a corporation and a client came to you expressing unhappiness with a service she/he received, how would you handle the situation?
10. If your internship supervisor asked you to make copies, file or fax letters to a client, would you have any problem performing these tasks?
11. If you are scheduled to start work at 9:00 a.m. and you arrive at 9:03 a.m., are you late?
12. What would you do if you find that after two weeks your internship is not what you had expected and you are very unhappy?

STUDENT PREPARATION & PLANNING FAQs

When should a student begin preparing for the internship?

The timing of the preparation may vary on an individual basis, but the bulk of the student preparation usually takes place in the March-April time frame of the junior year. Any number of preparatory events will generally occur over that period, for example: a classroom session with speakers from the workplace, a pre-internship mock interview with local business leaders, a breakfast or luncheon with business leaders, a formal pre-internship preparation day with speakers, interviewers, career counselors, and other such mentors, etc. Events such as these serve two purposes: they begin to tie-in the classroom learning to a real world event (the compensated internship), and they help the student to gain an appreciation for the magnitude and importance of the internship experience. Such events can also provide a venue for some “scouting” by business leaders who wish to identify internship candidates early in the process and make sure they are interviewed.

What if a student is not ready for the internship?

Compensated internship positions are offered to students who have completed their preparation for an internship opportunity. Some schools may have eligibility requirements that may include: the maintenance of a certain grade point average or attendance level, a demonstrated sensitivity to the usage of appropriate language and behavior, a consistent adherence to appropriate dress requirements, etc. Still, other factors may prevent some students from securing an internship position. Some may not be ready emotionally for the responsibility; others may perform poorly during the interview process or may simply not be selected by an internship provider. Such instances should be looked upon as excellent opportunities for both Academy Directors and business leaders to counsel the student, provide some constructive criticism and feedback, and suggest an alternative internship timeframe (possibly during the senior year). While the summer between the junior and senior year may be the ideal timeframe, NAF recognizes that the internship period must be flexible so as to provide the greatest number of students with appropriate, quality, compensated experiences.

How important are the “soft skills” to the internship, versus technical skills?

Most employers are very comfortable teaching their interns and new employees the technical skills necessary to perform the job. This means that while work experience and educational background are important, the employer may not be too concerned about a candidate’s technical level. However, employers consistently emphasize the importance of “soft” or “employability skills.” These are the skills that a prospective employer may have trouble teaching. Examples of “soft skills” include integrity, ability to work in teams, honesty, time management, critical thinking, work ethic, etc. The Academy classes will have already discussed many of these areas. If the student has any questions about these “soft skills,” he/she should consult with the Academy Director or teacher prior to the internship interview. A student may also visit the SCANS website for more information at <http://wdr.doleta.gov/SCANS/teaching/> or Google “21st Century Skills for more information.

How should a student dress for the internship interview?

Since this is a business interview, appropriate business attire is preferred. This would include a dark suit, light shirt, and tie for a male, and a pants suit, blouse and skirt, or other appropriately tailored, conservative attire for a female. If the student has a question about the appropriateness of a particular outfit, he/she should consult with the Academy Director or teacher. If the student doesn't own any appropriate attire for the interview, the teacher should be alerted immediately so he/she can make alternate arrangements. Often, the Advisory Board members can provide, or find suitable attire for Academy students.

What happens if a student doesn't own a car and can't commute to the internship position offered to him/her?

It is sometimes difficult to get to an internship, especially when there is limited public transportation in the town or city in which you live. Accepting an internship position at a particular employer may require the use of a personal vehicle—either the student's own car or another family member's vehicle. If this is going to be an issue or present a problem, the teacher or Academy Director should be informed as soon as possible. Perhaps another arrangement can be made with the employer to provide transportation, or, if not, another internship position closer to the student or in a more convenient location could potentially be secured. In any case, the student should let the teacher know right away so he/she can work things out.

STUDENT PERFORMANCE & SUPERVISION

This area of the Internship Toolkit addresses the on-going activities and work experiences at the employer's location, from the students' perspective. It also addresses the student's supervision as an intern, by both the school coordinator (Academy Director or other) and the employer supervisor. It is the responsibility of the Academy Director and the employer supervisor to make sure the student is being offered ample opportunity to experience a broad array of tasks, assignments, departments, and people so as to gain a complete sense of the diversity of opportunities within the organization and the industry.

Along with this experience, the student should be supervised in a manner similar to that appropriate for a new, entry-level worker at the employer's company. In other words, the student shouldn't be left alone for extraordinarily long periods of time, nor should he/she be given boring, repetitive tasks (such as answering the phone or filing) for great lengths of time. Rather, the entire internship experience (from six to ten weeks) should be planned and laid out prior to the student's arrival so that the student, the school, and the employer have a clear idea of the expectations from all sides. Such measures insure the breadth and diversity of the experience.

STUDENT PERFORMANCE & SUPERVISION

FAQs

What should the intern do if he/she finishes with his/her daily assignment and there is still time left in the workday?

As a new member of the employer's team, it is very important that the intern stay productive the entire day. The intern will at times be given assignments that he/she won't be able to finish in one day, and thus the work will roll over from day to day or even week-to-week. In such cases, the intern should continue working on the assignment each day until the project is finished. Other days, the intern may be given an assignment that doesn't take the entire day to complete. The intern might arrive at work at 8:30 a.m., meet with his/her supervisor and discuss the day's assignment, start working on the current project at 10:30 a.m., and be done by 2:30 p.m. or 3:00 p.m. In this case, there would still be 2 or 3 hours left in the day, of which the intern should make the best possible use. In such a situation, the intern should first go back and review the work he/she completed, making sure it's correct, complete, and of the highest quality. If there is anything that is less than the highest quality, the intern should use this extra time to revise the work and make it better. After all possible revisions have been made; the intern should then turn it in and let the supervisor know that the current assignment has been finished. The supervisor may then have the intern start on something else, work with another person or team, or help him/her with an assignment that he/she is working on. In any case, the most important thing is for the intern to stay productive. The intern should never hide at his/her desk or cubicle and play video games, surf the internet, or engage in any other such non-productive behavior. As long as the intern is at the internship location and "on-the-clock", it is absolutely mandatory that he/she remains productive.

What should the intern do if he/she has a problem or can't figure out what to do and the immediate supervisor isn't available?

An intern should never be afraid to ask someone else at the office for some help. As a junior/senior in high school, he/she should never be expected to know all the answers. When the intern doesn't know something, he/she should be encouraged to ask for assistance so as to continue to be productive while at the office. If the immediate supervisor isn't available or isn't around the office, the intern should feel comfortable turning to someone else. When asking another worker in the department for some help, the intern should first explain who he/she is (if the co-worker is not already aware of the internship's role within the office), what the specific assignment is, and what it is that requires further explanation. Someone else in the department will most likely be able to help. The intern should also consider trying to find the supervisor's administrative assistant (if he/she has one) and have the assistant page or otherwise locate the supervisor so that the intern can get the guidance needed. Again, the intern should never be embarrassed about asking for help. It's one of the best ways to learn.

Will the intern have a "boss" at the internship?

Yes, someone at the employer's location will be assigned as the intern's supervisor. This person should be considered your "boss." The intern will report to this individual during the internship term, and the supervisor will ultimately be responsible for providing adequate

supervision throughout the internship period. The supervisor will be responsible for providing the intern with assignments and ultimately reviewing the intern's work at the end of the internship. The intern should discuss the details of his/her supervision with the designated supervisor. Does the supervisor want to meet with the intern regularly; daily, or on a weekly or bi-weekly basis? Does the supervisor want the intern to prepare regular summaries of his/her work experience or keep a journal over the course of the internship? Will the intern receive a grade or a formal review of his/her work at the end of the internship period? These are all good questions for the intern to ask his/her supervisor on the first day at the internship location, to ensure that the intern and the supervisor understand what will be expected. The intern should always bear in mind that the work he/she turns in is not just a reflection on him/herself; it's a reflection on the entire Academy program—the students who are currently enrolled, and all the students who will follow. The better the intern performs, the more likely the company will be to hire interns from the Academy program in the future.

Will the intern get a final grade for his/her internship work?

The intern and his/her supervisor should discuss how the work will be reviewed. Some schools will receive a final grade for their internship work, others may see the internship an extension, not an exact replica of the classroom environment. However, the supervisor should spend time with the intern each week, one on one, to let the intern know how he/she is doing. These sessions should encourage the intern to continue doing the things he/she is doing well and help him/her to understand and improve the areas that still need improvement. At the mid-point and the very end of the internship term, the intern should receive a more formal "review" of his/her work. This could be in the form of a meeting with the supervisor (possibly lasting an hour or more), or perhaps the supervisor will take the intern to lunch to discuss the matter. In either case, these two reviews are like the "semester grades" for the internship. They should consist of a rating in various areas, an evaluation of how well the intern performed various tasks, and a general discussion of how pleased the supervisor was with the work performed. If the intern meets regularly with the supervisor during the internship period and puts into practice all the constructive criticisms offered during the internship, then the intern should do very well in the final review(s).

How much will the intern be compensated?

Internship providers understand that interns need jobs as much as they need the internship experience. Therefore, most employers will pay an hourly wage similar or equal to what a student might earn in another job. In other words, the student shouldn't be penalized for taking an internship position over another "job." However, students must also realize that the experience they receive during the internship will be a tremendous help to them in their senior year of high school, as well as throughout college and the rest of their lives. Students must consider the long-term benefits of the internship experience over any small differences in the hourly wage that they might be paid. For example, if a student can get a job at a grocery store paying you \$8.00 per hour as a bagger, he/she might be tempted to take that job over an internship position at a bank, hotel, or CPA firm in which pays only \$7.50 an hour. However, the student should realize that the small difference of 50 cents an hour will be paid back many times over the course of his/her lifetime if he/she takes the internship position, which will no doubt provide far more lasting benefits than the position as a bagger at the grocery store. This situation may never come up, but if it does, the student shouldn't let the small hourly pay

difference affect such a potentially life-changing decision. Academy alumni, who were interviewed 10 years after they graduated, considered their internship the most important event in their entire Academy experience.

STUDENT POST-INTERNSHIP ACTIVITIES

This area of the Internship Toolkit addresses the time period following the end of the internship. This is an important time, because it provides an opportunity for the student to “put it all together.” The student will have just finished working in an environment that demonstrated clearly how the material taught in the classroom setting is applied in the real world. It is a prime time for reflection and analysis.

Post-internship activities may include, but are not limited to: writing a report on the experience and making a formal presentation to the rest of the Academy class utilizing PowerPoint and other presentation skills, hosting a breakfast or luncheon for the internship provider companies and formally thanking them for their generosity by telling them why the internship was such a valuable experience, creating an “awards or recognition” ceremony to honor the internship provider companies, and/or publishing a written account of the internship experience in the school paper, the local newspaper, and/or the employer’s newsletter or publication. It is also important during this time for the student to work to maintain an on-going relationship with the internship supervisor. Such a relationship can lead to future internship experiences, scholarship opportunities, and even future employment

STUDENT POST-INTERNSHIP ACTIVITIES

FAQs

If the student likes his/her supervisor, can the student stay in contact with him/her?

Absolutely! One of the long-term benefits of the internship experience is the gaining of a contact in the business community. By continuing to converse with the supervisor, by email or by letter, the student can maintain a relationship, which may continue to provide benefits for both parties. The supervisor may be able to help the student with decisions related to college, and he/she may even be able to provide some financial help with tuition or books. If the student did a particularly good job during the internship, the supervisor may want the student to come back during the summer between his/her senior year in high school and freshman year in college. The supervisor may even be “grooming” the student for a full-time position with the company once he/she finishes college. So by all means, the student should stay in contact with his/her supervisor and keep him/her informed of future college and career plans.

How can the student reward or recognize his/her internship provider?

One of the best ways to reward or recognize the internship provider company or supervisor is by writing about them. The student might do this in a journal, which could then be presented to the Academy teacher, a copy of which would then be given to the internship provider. The student might also consider making a more formal, stand-up presentation using PowerPoint to talk to classmates, parents, or any other people involved in the Academy internship experience. In this presentation, the student could share information about the internship provider company and the type of experience the student had there. Students should also consider having their picture taken with their internship providers and writing an accompanying article for publication in the company’s newsletter (which would go out to all employees). This article could talk about the student’s internship experience, what a great job the supervisor did, what a meaningful experience it was for everyone involved, etc. Such a gesture on the student’s part could very positively affect the company’s decision to hire more interns in the future.

Will the internship provider help pay for college?

The answer to this question is often up to the student. Some internship providers will be willing to help out with college costs if they think that, by doing so, they will be “investing” in the student’s future. The quality of the work put forth by the student during the internship could indeed have an impact on the employer’s decision to help pay for college. If the student performed very well, and if he/she lets the supervisor know that he/she would be interested in working for the organization after college, the supervisor might be more willing to help pay for some of the costs. In any event, the student should be encouraged to talk with the internship supervisor if he/she is interested in pursuing a long-term career with the company, and make certain that the supervisor is aware of his/her intentions.

What kind of journal, paper, project or presentation must the student make at the end of the internship, and why?

In order to “close the book” on the internship, a final journal, paper, project, or presentation may be required. This decision is up to the Academy Director and teachers. The internship experience is one of the most memorable parts of the entire Academy program. It is therefore best to capture the experience’s benefits in some kind of end-of-internship project or event. Some Academy programs have a celebratory luncheon or breakfast, where all the internship provider companies are invited to hear a presentation by each Academy student about their experience. Other Academies might hold a banquet for students, parents, business leaders, teachers and others, where awards or letters, or photos, or some other form of recognition is given to the internship providers. This is all up to the Academy Director.

However, even if there is no formal reception, there is still a great value in the student putting all of his/her thoughts down on paper. The student should take this opportunity to recollect why the internship was such a good experience and to compile all the skills and new information he/she learned. The student should be encouraged to reflect upon how he/she was able to take information from the Academy classes and apply it on the job. All of these positive experiences should be recorded somewhere to finalize the experience and to cement the memory in the student’s mind.

ABOUT THE SCHOOL'S ROLE

SCHOOL PREPARATION & PLANNING

This area of the Internship Toolkit addresses the role the school plays in the preparation of the students for the paid internship. It also addresses the timing of such things as identifying and developing prospective internship providers, holding a pre-internship student summit, infusing “soft skills” into the curriculum and a host of other preparatory items. Significant time must be invested into the preparation and planning process if students are to be successful in their internships. Since the students are probably experiencing the workplace for the first time (other than as a minimum wage earner in a retail environment), basic workplace skills must be taught, so students understand how to dress for the experience, how to act, what to do when they aren’t busy, how to speak with their work supervisor, etc. In comment after comment, employers stress the necessity for basic “soft skills” in entry-level workers; analytical skills, creative thinking skills, problem solving skills, ability to work in teams, ethics, dressing for success, comportment, etc. They indicate that their training and professional development departments can teach job-related technical skills, but it’s the basic soft, workplace skills that prospective employers can’t successfully teach, and are starving for.

In the “Preparation and Planning” phase, the Academy Director is responsible for overseeing the development of internship positions and ensuring that students are available and prepared to work successfully. This is not a linear process. The skillful Director will need to multitask throughout the students’ junior year. Depending on the size of the NAF program, which may involve only a single class in a single school or a large program housed in many schools, this may indeed be a formidable undertaking. For purposes of this discussion, it is presumed that the Director will be looking to place students in internships, which usually provide the best opportunities for sustained experiential learning. Of course, internships held at other times after the junior year are acceptable if they meet the proscribed minimum number of hours, and are the exploratory experience previously described.

The Director’s first task is to establish internship eligibility requirements to determine the actual number of viable candidates and the concomitant number of slots that will be required. Internships must be regarded not as a right, but as a privilege to be earned. Eligibility criteria should be consistent in multi-site programs where there is a single Director. In all situations the school Academy Director is responsible for gathering data and assessing eligibility. Possible criteria include a minimum GPA, passing of all Academy classes, satisfactory attendance and punctuality, a clean school citizenship record, and possession of relevant documents such as a Social Security card, working papers in those states that require them, and proof of U.S. citizenship or a green card or valid INS work permit. Setting deadlines for acquiring and presenting documents is another possible eligibility criterion. A midyear deadline of January 31, for example, certainly provides adequate time for Academy juniors to gather these documents. Students who miss a deadline imposed four months earlier have not demonstrated any burning desire to work. A key value Directors seek to inculcate is that one is responsible for one’s actions and for the consequences of those actions.

Internship candidates must also be available for an unbroken period of time during the summer after their junior year, or a commitment to work as an intern during the school year an equivalent amount of time.. The parameters are governed by the school district calendar. For those districts where school reopens after Labor Day, internships may last until the second or third week in August. Employers should not be put in a position of having to accommodate the vacation

schedule of their interns' families. It is therefore vital that parental cooperation be secured long before the internship via a Memo of Understanding signed by the student and parent as well as by direct school-parent communication (letters, flyers, and newsletters) throughout the year. A school-based evening tea or other communications event held early in the year can bring together school officials, Academy juniors, and their parents to learn about the program in general and the internship process in particular. This forum provides an ideal setting for the Director to explain the benefits of the internship and how parents can help.

Assuming the prospective intern has met all requirements to be included in the pool of candidates, the next task is for the student to prepare a resume that will be presented to employers. Here the Academy Director plays a critical role as coach and mentor. There are numerous websites and software programs that offer instruction in crafting resumes, especially those suitable for high-school students. Before submitting a resume for private sector consideration, it is incumbent upon the Academy Director, or some other responsible adult, to be sure it meets professional standards. Some NAF programs use classroom time for resume preparation; others bring in industry trainers; and some develop workshop opportunities for students. Multi-site Directors may wish to share with their site coordinators model resumes and simple lists of do's and don'ts to ensure that the final product enhances the candidate's chance of employment.

Resume writing is just one of the skills students must master as part of the preparation process. Classroom instruction models that emphasize project-based learning, cooperative grouping, and even socialized recitation help prepare students for workplace success. Teamwork, technology and communication skills are critical areas for NAF teachers to include in their classroom activities. Any internship preparation program whose goal is excellent performance will also provide instruction in the ABC's of dressing for success and interviewing effectively. Mock interviews, student conferences, and guest speakers—these are but a few of the strategies that will empower your students to succeed. And don't forget how influential the teacher/Director can be if he or she is a suitable role model in terms of dress, attitude toward authority, interpersonal skills and the entire panoply of workplace readiness behaviors.

Whether your Academy is large or small, the next step is recommended as a quintessential element in the planning process. A pre-internship interview conducted by the Director in a private setting at the school tests the mettle of prospective interns. A 15-20 minute one-on-one session provides an excellent vehicle for the Director to assess the workplace potential of student candidates. Interview questions may deal with process as well as content. It doesn't take too long to determine if the candidate needs additional help or if he or she has outstanding qualities. The pre-interview enables the Director to identify particular strengths that may assist in the placement process. Students with excellent computer ability or speaking skills or that sparkling personality are always in demand, and, in some cases, employers are interested in hiring students with one or more of these desirable traits. The pre-interview can also serve as another benchmark: students who fail the interview egregiously may need special tutoring or training by an AB member, or may be removed, at the Director's discretion, from the internship pool.

By the time students have gathered their documents, written their resumes, and mastered workplace readiness skills, the Director will be heavily involved in developing internship positions. This is surely the most challenging task facing your program leadership. But you don't need to take it on alone. In most programs, it is the Academy's Advisory Board that will provide the lion's share of slots. Once companies have hired NAF students, it becomes much easier to approach them in subsequent years. Cold-calling usually yields meager results, but you can get

mileage out of your network connections. Always have a supply of business cards available, be sure to return phone calls and e-mail messages promptly, and always follow up. The Internship Committee of your Advisory Board is your best friend during this time of year. Once you've developed enough positions to meet the program's commitment to the juniors, the next step is matching up the students and employers. In this connection, it is absolutely essential that the Director have the most current and accurate home contact information for each candidate. It may be necessary to reach out to students when school is not in session, and often very little turnaround time is available to convey information to the student about an impending interview appointment.

Students may be sent on placement or competitive interviews in the final months of their junior year. Permission should be secured in advance from school administrators for students to leave early if that is necessary. Once a sponsor firm has hired students, the youngster must accept the position. To do otherwise would be to alienate employer support. That is why it makes sense to send students to one firm at a time. Interns should also understand they may be required to undergo drug abuse screening as part of the normal hiring process.

Before the end of the school year, many NAF Directors conduct pre-internship orientations for all the students about to begin work. This orientation allows the Director to disseminate information, communicate expectations, and address questions students may have. Many companies will provide such orientations the first day on the job, but the school orientation allows the Director to remind the students that they are ambassadors for the school, for the program, and, above all, for themselves.

INTERNSHIP TASK OUTLINE FOR DIRECTORS

- 1. Obtain commitments of Internship positions from prospective employers**
 - Canvass Advisory Board (AB) members first. One of the Academy's Performance Criteria goals is to secure AT LEAST 50% of internships from AB members.
 - Secure commitments from Advisory Board companies. (Some Academies require a commitment for 2 internships from AB members when they sign up for the AB; one from their own company, and one from one of their contacts in the business community.)
 - Ask Advisory Board members to help with referrals to other companies.
 - Call on, or preferably have AB members call on companies who have employed interns in the past.
 - Send mailings to all Academy related companies within your community. If available, include press clippings and employer reviews about past internships. (Talk with AB members about testimonials.)
 - Arrange for AB members to speak at meetings of local business organizations. (Chambers of Commerce, professional associations, service associations, etc.) Follow up with a letter to each attendee. Have a student accompany the AB member.
 - Arrange for press coverage: newspaper or on local radio or TV. Describe the Academy program, special Academy features and events, and emphasize internship needs. Make sure the students are your primary spokespersons. They can help solicit support.

2. Screen students.

- Hold orientation session for students.
 - Check for appropriate employment documentation, i.e.: copies of Social Security cards, etc.
- Distribute an Internship Information Packet, which includes, among other things, a listing of the types of work a student intern will do, the skills a student is expected to bring to the jobsite, a listing of certain procedures and employment protocol re: dressing for the business day, showing up on time, start times, end times, lunch breaks, what to do if the student has a question, what to do if the student finishes a work assignment early, etc.
- Conduct resume-writing workshops. Invite human resources specialist from AB member companies on-site to help with the workshop.
- Prepare an employment portfolio for each student (consisting of a resume, list of work experiences, personal goals, a list of what the student wishes to get out of the internship experience in terms of business experience, networking leads, etc., recognized achievements, awards, etc.)
- Distribute Confidential Teacher Evaluation forms to all Academy teachers.
- Set deadline for preparation of student resumes.
- Review resumes and evaluations to make preliminary assessments of students' suitability for particular types of work.

If appropriate to your community, work with school district to establish independent study credit for Academy internship experience.

3. Schedule interviews.

- Conduct a dress for success seminar in school.
- Do mock interviews in school prior to the actual interviews.
- Organize interview “teams” to take students through a “real world” interview experience prior to the actual internship interview, thereby preparing the students for what to expect.
 - One Academy representative
 - One or more employer representatives (preferably from the human resources department and/or the department where the interns will be working).
- Schedule students for interviews with Academy/employers.
- Collect and analyze interview results. Make placements based on the first, second and third choices of both the students, and the employers. Try to match students' first choices with employers' first choices, and then second choices, etc. until all students are placed.

(Obviously, not everyone will get his or her first, second, or even third choice, but every student must be placed.)

4. Notify students and prepare selected students for internships.

- Internship Placement or No Placement letters should be sent to students.

5. Prepare employers

- Prepare employers by providing them with the following:
 - An information packet describing the goals of the internship experience,
 - A list of student responsibilities, capabilities, and limitations,
 - Guidelines to plan in-house mentor programs, lunch seminars, field trips, internship newsletter, end of internship ceremony, or other activities for interns.

6. During the internship:

- Visit intern at place of work two weeks into the internship and visit again near the end of internship. Keep reports (see downloadable template in School Supervision links on website.)
- Cooperate with employer-organized activities; provide logistical support, including working with any students who are having problems at the internship; attitude, tardiness, dress, etc.
- Be available to advise student interns and to consult with and solve problems for employers.
- Seek press coverage and photos of internships in progress. (This will be useful in next year's employer recruitment).

7. Follow up with students:

- Obtain written reports and confidential evaluation forms from each student on internship experience.
- Evaluate each internship report for writing and content. Meet with students to discuss both strengths and weaknesses from evaluations; suggest strategies for improvement.
- Determine and submit grades for students receiving high school credit for their internships.

- Connect internship experience with classroom curriculum – i.e., written and oral reports on the internship, post-internship projects related to internship companies, teach classmates about internship companies and their work.

8. Follow up with intern supervisor and company:

- Obtain supervisors' evaluations of students.
- Write thank you notes to all supervisors (or reminders to those who don't complete their evaluations on time).
- Write to CEOs of sponsoring companies. Include samples of feedback from interns and supervisors. Encourage them to increase their involvement next year.

9. Remember to:

- Report internship statistics to NAF (number of participants, companies providing positions, etc.) and send copies of press clippings and feedback from sponsors. Raise ideas and problems to be shared with other programs.
- Start developing internships for next year (most companies prepare their budgets in the August – November timeframe for the following calendar year).

SCHOOL PREPARATION & PLANNING FAQs

What if an Academy student is a resident alien, but is still awaiting his or her green card in the spring?

The Immigration Act of 1986 makes it a crime for companies to hire aliens without suitable documentation. Students in this situation should be encouraged to seek out an unpaid internship. Should the student secure appropriate documentation, paid positions may be developed later on during the senior year. Companies may pay a tax-deductible contribution to the school or the Academy (if a separate 510(c)3) and that money may be used to pay a stipend to a student who might not otherwise be legally employable. Check with your school district's attorney on the best course of action in this regard.

Is a student eligible for placement if he or she fails an Academy, makes it up in the spring or the senior year?

This decision is up to the Director. Such contingencies should be anticipated in the Memorandum of Understanding. Some Directors may place risky or marginal students at the bottom of the list of eligible candidates and place them only after all others have been placed.

What should the director do about a student who refuses to remove metal facial adornments?

The easy answer is to drop him/her from the pool. The tougher challenge is to mentor the student by explaining that his/her chances for employment will be nil if he/she insists on sporting these accoutrements. Here is where the concept of opportunity costs comes into play. If the student's sense of self-expression precludes his or her ability to see the importance of compromising certain things for the sake of a better future, then this student is probably wrong for the Academy. Hopefully, a serious discussion about what is acceptable, and unacceptable in the workplace, will persuade the student to remove the "hardware."

There are a handful of students to place with minimal skills. How should this situation be handled?

If at all possible, try to avoid sending all these interns to the same company. It's a much better idea to spread them out, preferably as part of a larger group of more capable students. Never try to present the students as being more qualified than they are. An honest appeal to the HR representative at the sponsor firm may secure a suitable placement.

SCHOOL PERFORMANCE & SUPERVISION

During the internship period, the Director of the Academy program must make sure that the student interns are receiving the kind of work/educational experience that was agreed upon at the outset. Therefore, a series of on-site interviews should be scheduled, to meet with both the interns and their supervisors. Directors should bring the list of competencies with them so as to make note of which competencies have already been learned and which need to still be addressed in subsequent weeks. Also, the Director should discuss the student's performance with the employer supervisor in order to help direct the supervisor in achieving the goals of a successful internship. The Director should make sure that the on-site experience of the intern contains a varied work experience such that the student gains a broad view of opportunities within the industry. The Director should also make sure that there is a strong link between the school curriculum and work-based learning.

A successful internship experience for the student requires close collaboration among stakeholders. Certainly, the time and effort invested in preparing students during the year prior to the internship will be of critical importance. First and foremost, the Director and school must not only educate prospective interns in workplace readiness skills, but they must also create awareness that the internship is a learning experience, not simply a job. Whereas it is true that interns are required to perform job functions, their workplace activities should be designed to meet specific educational goals mutually agreed upon by the student and employer. The best time to do this is at the very outset of the internship, when intern and supervisor sit down together for the first time. During the weeks prior to this first meeting, the Director should have worked with students to help them identify and clarify specific learning goals. These goals may be modified by the specific assignment, but more often than not they will transcend them. For example, every intern will want to “know what it's like to work in industry” and that's fine. Goals that go beyond this generic one may include:

- improvement in communication skills,
- participation in team-based projects,
- opportunities to interact with customers or clients,
- enhancement of software skills (Excel, Access, PowerPoint, among others),
- challenging data entry work,
- exposure to the international side of the business,
- understanding how the company competes in national or international arenas,
- understanding how the company makes a profit, and why that is important, etc.

When students are able to speak intelligently about their expectations for the internship, the supervisor can then structure the intern's activities to help achieve specific goals. The Director and Academy team members need to make sure this occurs as an outcome of extended orientation in the pre-internship period.

It is strongly recommended that the Director conduct a pre-internship orientation for students at the end of the school year immediately before the start of work. At this orientation, the Director will communicate orally and in writing the program's general performance expectations, discuss some of the do's and don'ts of successful internships, provide students with contact information for them to reach Academy staff, and distribute print materials relating to internship requirements. An important document to distribute, especially in large programs, is an "Internship Data Form," which will contain space for the student's personal data (a good chance here to update unreported changes of e-mail, home address and phone number) and lines for the student's supervisor's name, work location, and contact data. Students should be told to complete this form the first or second day on the job and fax it to the Academy office. This will save the Director much difficulty once school ends and the internship begins

Supervision of the student during the internship itself is the immediate responsibility of the employer. Firms that employ many NAF interns often designate a point person to do this, usually from the Human Resources side. This individual deals with the interns directly or via the managers in whose departments the students are employed. The Director will need to work closely with the firm's liaison. In districts where the NAF Director is on a 12-month calendar, collaboration between the firm and the program is more easily achieved than in places where the Director works only ten months. Regardless of the length of the school year for the program leadership, it is essential that there is consistent involvement in the supervision process by responsible Academy personnel. And even before the start of the internship it would be very useful to have the Director meet face to face with company personnel who will be the interns' actual boss.

There are a number of options available for all NAF programs. Some school districts award academic credit to student interns. A happy outcome of this incentive is that district moneys may be made available to pay for Academy staff, usually via the standard summer school program. In multi-site programs where most of the internships are assigned during July and August, the availability of anywhere from one to five district-funded Academy teachers and coordinators makes possible mentoring and active visits to the workplace. These visits may comprise one of the criteria for the awarding of grades to the students. Students could be interviewed one on one or in small groups several times during the internship. Such visits allow the Academy to nip problems in the bud, assess the impact of the internship on the student, make midcourse corrections, or just validate for the interns the notion that the Academy is interested in their performance and cares about them. Depending on budget, size of the NAF program, and internship structure, some Directors may also be able to convene weekly school-based meetings of all the Academy's interns. If academic credit is not possible, funds for extra-duty pay may be made available via a number of sources, including grants, district "other" funds, and Advisory Board support.

Whether or not academic credit is granted, the Academy may require students to complete several projects in order to meet Academy standards for a NAF certificate at graduation. Among the options available are to have interns complete a daily reflective log or journal of activities, interview supervisors or fellow employees, research the company's website and other business sources, and write a comprehensive analysis of their experience at the end of the internship.

Internship supervisors need to be able to contact responsible Academy personnel when problems occur. There may be an attitude problem or it may be a lateness issue or unwillingness to correct inappropriate dress or an inability to perform specific tasks. Whatever the problem, the

workplace liaison needs to be able to communicate the facts to the Director and secure necessary feedback and advice on how to proceed. From the school's point of view, it must be recognized that the company retains the absolute right to terminate employees, including interns, who fail to meet minimal performance standards. NAF's experience with private sector liaisons is that companies will bend over backwards to give students a second chance. Egregious violations, however, such as falsification of time sheets, theft, and insubordination, constitute grounds for immediate dismissal. A positive drug test will result not only in immediate dismissal, but possible lifelong preclusion from subsequent employment with that organization.

Problems may also occur from the students' perspective, usually at the start of the internship. These are most likely to arise when there has been no communication between the intern and direct supervisor or when students are rotated among many departments. Typical issues include the intern's belief that the work is too easy or boring, that there is nothing to do, that the supervisor knows little about the NAF program, that he or she would rather be assigned elsewhere. Students will sometimes make their feelings known to their supervisor or to the company intern liaison. On occasion, they may bypass this channel and contact the Director directly. From the Director's point of view, the best advice to the intern is to allow some time for the problem to resolve itself. Both supervisors and interns often require a break-in period when they get to know each other. After allowing a reasonable length of time, the Director should remind the intern to speak to company personnel about the possibility of a change of assignment if that becomes the only option. In some cases it may not be feasible to affect a placement change and the Director needs to act as a mediator in seeking a resolution of the problem.

Evaluation is an essential component of the internship experience. From the Director's point of view, the evaluation process provides a vehicle not only for assessing student performance but also for judging the quality of the internship at a particular site. It is incumbent on the Academy Director to develop a confidential evaluation form to be completed by the workplace supervisor at the conclusion of the internship. Categories may include attendance, punctuality, quality and quantity of work, initiative, cooperation, attitude, knowledge, and interest. The most useful evaluations contain anecdotal remarks in support of specific ratings. To encourage timely submission of internship evaluations, many Directors ask those to be sent to the Academy within two weeks of the end of the internship. Coupled with the written projects turned in by the interns and measured against the actual observations of Academy staff in the field, the confidential appraisals prepared by the workplace supervisors provide the wherewithal for a fairly accurate picture of student performance.

SCHOOL PERFORMANCE & SUPERVISION

FAQs

After the start of the internship, a student tells the Academy Director that he/she has to go away with his/her family on a vacation that will keep him/her out of work for a week. What happens?

This is unlikely to occur if the student and parent have earlier signed a Memorandum of Understanding spelling out the benefits and obligations of program membership. When interviewing candidates at the school level, the Director should ask the student if he or she will be available for the entire internship. Students who indicate they will not be able to commit to uninterrupted service may be removed from the pool. Once the internship is underway, the Director should tell the would-be traveling student to seek a viable alternative or face the risk of dismissal by the company.

What should the Director do if an intern complains of sexual harassment?

The Director should immediately notify the company liaison as well as the student's parent and school district officials.

What should the Director do if the company calls to criticize an intern's performance?

The Director must gain a full picture by speaking to the student, the supervisor, and the company liaison. If additional Academy staff members have information to share, that resource should be tapped. Direct conversation between the Director and student may identify the source of the problem and allow the director to provide coping strategies to ameliorate it. All parties must be kept fully informed, and there should be a follow-up later on in the internship to see if improvement has taken place.

If a student intern is terminated for cause, should he or she be dropped from the program?

NAF interns are rarely fired. If a student is terminated, however, a decision to remove the student from the Academy will depend on the specific circumstances surrounding the case. In cases of moral turpitude, drug abuse, or insubordination, for example, the student has failed to meet NAF standards and therefore should be dropped. In those cases where untoward conditions in the intern's life led him or her to be excessively absent or to perform poorly, the Director may opt to retain the student in the Academy as a senior year probationer.

If the workplace supervisor does not return a confidential evaluation at the end of the internship, what can be done?

The intern should contact the supervisor. In some cases, the supervisor may have misplaced the form or simply failed to complete it. A reminder by the student should suffice. Replacement forms may be provided as required. If the supervisor is no longer employed at the firm, the Director may be able to secure feedback on the intern's performance from other

workplace personnel.

SCHOOL POST-INTERNSHIP ACTIVITIES

The internship is the capstone of the Academy experience. For students it is a defining episode in their educational journey. These young adults are not the same after they have proven their mettle in the adult workplace. Even a superficial comparison of the student before and after the internship reveals the tremendous maturation that has almost always occurred. The most notable manifestation of the positive growth engendered by the internship is the self-confidence evinced by the students—esteem based on a solid foundation of achievement. For the Academy Director the challenge is to tap into this growth and use it, on the one hand, to further benefit the student and program, and on the other, to enhance the Academy’s relationship with the private sector. All stakeholders must carry over the momentum created by the internship into the senior year—to counteract the inevitable letdown, i.e., incipient senioritis, and to create new incentives for involvement by all stakeholders.

A starting point for the Director is the thank-you card or letter. If the Academy leader is a classroom teacher with daily access to the NAF senior class, it is a simple matter to remind the students how effective an individualized letter or card can be in cementing relationships begun during the internship. This is best done within a very short time after the last day of work and the beginning of the new school year. Directors of multi-site programs need to visit the senior class in each school and remind those who had internships to write thank-you notes if they haven’t as yet done so.

What is true for the student is equally true for the Academy Director. Expressions of appreciation may take many forms: a letter of thanks to Advisory Board members, with copies to the CEO if not the same individual; recognition ceremonies, where sponsors receive certificates or plaques; and letters to local newspapers thanking individuals and firms for their support. Any publicity that can be developed and disseminated highlighting the contributions of the private sector helps to create the kind of relationship that augurs well for the availability of internship slots the following year and beyond.

After these niceties, debriefing the internship takes center stage. Students will have submitted written reports about their experience upon returning to school in September. These may or may not be graded by the teacher or Director, but they definitely should be read and annotated. Student reports often reveal things unknown to the Director, however astute, and they may be useful in identifying strengths and weaknesses of the internship. The Director should also read the evaluations sent in by the internship supervisors. Suggestions for improvement as well as commendations for achievement help the Director to focus on goals being met or missed.

Two debriefing strategies are available to the Director. One is to conduct private interviews with the student. This technique allows an in-depth look at the experience. By skillful questioning the Director should be able to get a good picture of how the student fared during the internship. These sessions are time-consuming, however, and may become somewhat enervating if there are many students to interview. A group-interview offers a viable alternative. Not only does this

technique lessen the amount of required time, but also it allows students to interact with each other and the Director. In a group interview students can share their views and learn about their classmates' experiences. It affords the opportunity for these Academy seniors to apply newly learned communication skills in a non-threatening setting. Groups of five to seven are optimal in size and provide enough diversity to engender genuine exchanges of opinion. A session may last forty minutes. The Director should have the participants introduce themselves at the beginning and briefly describe where they worked and what they did. With the introductions out of the way—no more than a few minutes to break the ice—the discussion should focus on such questions as: What did you like best about the internship? What was the worst thing that happened to you? Did the internship impact your friendships with non-Academy students? How are you different today than you were before the internship? Did the internship change the way your parents/guardians relate to you? What did you do with the money you earned? What effect has the experience had on your plans for the future? Questions like these will get students talking among themselves and genuinely communicating.

A larger audience than the immediate Academy program members should be reached in spreading the word about the internships. Seniors should be encouraged to write pieces for the school newspaper or for the Academy newsletter. Every student, teacher, and parent will then be able to read about the internship and its positive effects. This publicity helps build program awareness and identity. Seniors should also be called on to assist in the Academy's recruitment process. Students listen more carefully to other students than to adults—and there is nothing like a mature, self-assured, well-dressed NAF senior talking to middle school students, freshmen, or sophomores about the tangible benefits of Academy participation. Directors will also find it beneficial to use internship-experienced seniors in interactive sessions with visiting educators or business people. Taking these students to Advisory Board meetings—and having them talk about their internships—validates for private sector sponsors that their efforts and money have been well spent.

Seniors will also find it pays to highlight their internship in college admissions essays and scholarship applications. They will have developed personal contacts among their internship co-workers and supervisors, and secured written recommendations or the promise of one. This kind of corporate work experience is still rare among high school youth, and Academy students will have a big leg up on the competition. The Director should allude to this benefit when conducting senior orientations at the beginning of the school year. Another positive byproduct of the internship is the opportunity for part-time employment at the sponsoring firm during the student's senior year. Even if the firm lacks the budgetary capability for a large number of part-time hours, their managers may be willing to bring the senior back for work during extended holiday breaks. Again, it is the responsibility of the Director to encourage students to take advantage of every opportunity stemming from their work experience. Continuing to network with one's workplace contacts is a bit of advice that the Academy Director should repeat at every opportunity. Greeting cards, an occasional phone call, e-mails, and even a visit during days when school is not in session will all contribute to a quality networking effort that will pay dividends in the future.

SCHOOL POST-INTERNSHIP ACTIVITIES

FAQs

What is the Director's proper response to a company that wants to rehire an Academy intern who has just graduated from high school?

It is understandable that firms may wish to rehire students who performed wonderfully as interns. If this were to be done systemically, however, the Academy would be unable to meet its commitment to those students yet to experience the workplace. The Director needs to emphasize this when first establishing a relationship with the firm and should be prepared to reiterate it if necessary. The suggested response is to tell the firm that the Academy would welcome the rehiring of the student if this placement would not come out of the agreed-upon number of slots set aside for Academy juniors. If this is not possible, then the Director should state simply that the Academy's first obligation is to the students still in the program. It would also be politic to tell the firm that a junior of comparable ability will be provided.

ABOUT THE EMPLOYER'S ROLE

EMPLOYER PREPARATION & PLANNING

One of the key ingredients to a successful internship is appropriate preparation of and by the employer. The employer must know what they are getting into, understand the level of skills and knowledge possessed by the students, as well as the limitations of the students, set reasonable expectations, and be clear with the treatment of the student intern, versus a full-time, entry level employee of the organization. It is the responsibility of the Academy Director to provide that clarity for the prospective internship provider. The employer supervisor should feel comfortable contacting the Academy Director at any time prior to, during, and after the internship, to discuss any detail of the internship experience or the intern. The following information will be helpful to the prospective employer internship provider during the preparation and planning phase, to ensure the employers' readiness to provide a quality internship experience.

In order for every other step in the internship process to be effective, the Academy intern must have a place to go.... a place where he/she can have the kind of memorable internship experience that the rest of the Internship Toolkit describes. Therefore, it is critical that the Director of the Academy program take the lead in coordinating the identification and development of prospective internship providers. This is not to suggest that the Director take on this formidable task alone. Rather, the Director does just what his/her title says; he/she directs the process so by the time the Academy students have finished their junior year in high school, there are an adequate number of quality, paid internship slots open to receive them.

The key players in the identification and development of prospective internship providers are as follows:

The Academy Director (Director) – The Director is responsible for coordinating the entire internship effort. This includes, but is not limited to, identifying the number of internships needed as early in the school year as possible (preferably in the August/September timeframe.) Additionally, the Director should assess the pool of interns, and determine any special needs, or special circumstances, which would require additional effort (for example, an Academy student with a disability, public transportation issues, alternative current work responsibilities, sports commitments, family vacation, school and other commitments, and any other extenuating circumstances which will require special attention.) The Director should then coordinate the actual outreach to the business community with and through the Advisory Board Chair.

The Advisory Board Chair (ABC) – The ABC is the main link between the Director and the rest of the Advisory Board (AB) members. The ABC should coordinate the activities of the AB to complement the activities of the Director, to avoid duplication of efforts, and to maximize efficiencies. For example, once the number of needed internships is known, the ABC must make sure that that information is communicated to the AB Internship Committee. The ABC then monitors the activities of the Committee to keep them on track, developing “marketing materials,” setting milestones, coordinating activities (phone calls, visits, presentations, etc.), tracking and communicating critical success benchmarks to the Director (number of internships confirmed, number still needed, time left to accomplish goals, etc.) in order to complete the development of the required number of internship positions in a timely fashion.

The Internship Committee – The Internship Committee takes on the “heavy lifting” when it comes to identifying and developing quality internship positions. By accessing known internship sources (current business relationships, all other AB members, NAF national partner companies and MOU partners, suppliers and purveyors of AB member companies, Chamber of Commerce members, professional Association members, industry Association members, service organization relationships (Kiwanis, Rotary, Lions, etc.), friends, casual business associates, etc.) the Internship Committee actually gets the written commitment from the business community to provide a quality internship for an Academy student. It is the Internship Committee’s responsibility to “leave no stone unturned” for quality, **compensated** internship positions. This means that the Committee must be creative in developing prospective quality internship positions, and “push the envelope” in coming up with the appropriate number required. This may require much thinking and planning “outside the box.” For example:

- A financial internship inside the billing/accounts receivable department at a local hospital.
- A financial or information technology internship at a hotel/resort
- An information technology internship in a manufacturing company
- A hospitality and tourism internship in the events/conferences department of a financial services company
- An information technology internship at a public utility company
- A “shared” internship between two or three small businesses (1/2 or 1/3 time at each)
- A “flexible” internship during the senior year, a few hours a day, with more time devoted on the weekends
- Coordinating the timing of the internship with the providers’ “busy time” or “busy season” (ex: CPA firm or IRS office in the January through April timeframe versus June through August, or part-time replacements for bank tellers on vacation)
- A financial internship in the back office of a car dealership
- A financial internship in the back office of a landscaping company
- A hospitality and tourism internship in the customer service area of a public golf course or tennis club

Internship Identification & Development: Action Steps/Critical Timeline

1. **August/Early September** – Academy Director meets with Advisory Board Chair and Internship Committee Chair and members, to discuss the number of internships needed the following summer, and any special circumstances or needs. This could be done during the annual Academy Strategic Planning meeting. This timeframe is critical since companies are putting together, reviewing and finalizing their budgets now, for the ensuing business year (beginning January 1.)

2. **September through March** – Internship Committee Chair and members seek quality internship positions for Academy junior class members by calling, mailing, coercing, cajoling and in every other proactive way, finding business people in the community willing to take on a compensated intern. Although the Internship Committee takes responsibility for this assignment, the entire Advisory Board should participate. At each AB meeting, the Internship Committee should report the progress they are making, and encourage every AB member to be involved. Although the AB may be meeting only monthly or quarterly as a whole, this is the critical time for the Internship Committee, and they should therefore meet as often as necessary to coordinate their efforts. Each AB member has a list of contacts in the industry, whether it is business associates, clients, suppliers, purveyors, Chamber members, Association members, club members, casual acquaintances, etc. etc. In these challenging economic times, all AB members need to be “of counsel” members of the Internship Committee, and not only offer their help, but actually set specific commitment goals (for example: every AB member commits to finding TWO internship positions, one from their own organization, and one from their connections.) Some companies may have the financial resources to support an intern (approximately \$2,500 – 40 hours/week x 8 weeks x \$8.00/hour) but other circumstances may preclude them from taking the intern (no public transportation, too far from school, age requirements, bonding requirements, etc.) In these cases, the company should be encouraged to write a check to the school or to a separate 501(c) 3 organization (thereby getting their deductible expense), and the student can be placed in an appropriate internship position at a local non-profit organization (Habitat for Humanity, Junior Achievement, United Way, etc.) interning in their Academy area, paid by the school, and still have the quality experience as previously described. This win-win situation is a viable solution when a situation as described above is seen as an opportunity, and not a hurdle.

3. **February 2nd** – All Academy students (especially the junior class members) participate in National Job Shadowing Day, to begin to understand the demands of the workplace, and begin to acclimate themselves to the upcoming summer’s internship experience. This may also be a good way for employers to begin to identify Academy juniors whom they wish to hire as interns the following summer.

4. **March/April** – Academy Director organizes a Pre-Internship Student and Internship Provider Conference. This one-day event helps prepare the student for the internship interview and subsequent workplace experience by bringing in speakers from the Advisory Board and other places, to discuss resume writing, interviewing skills, business ethics, comportment, etiquette, telephone techniques, customer service issues, teamwork, dressing for success, presentation skills, and other essential workplace skills. Additionally, the Conference brings in the prospective internship providers, to discuss expectations, student skill levels, types of work a student can be expected to perform, and finally, to lay out a six to ten week internship work schedule (see Internship Activities/Work Plan on website) which will include specific competencies the students will learn, and projects in which the student will be involved, to guarantee that the internship experience will be of the high quality type already discussed in this document.
5. **April/May** – Internship interviews are held. The Director matches the prospective internship positions with the Academy students such that each prospective internship provider may interview a minimum of two Academy students, and each intern student has an opportunity to interview with at least two prospective employers. The students and employers then make their first, second and possibly third choices, and the Director does their best to match students' and employers' first choice. Note that in larger school districts with multiple Academy sites, the sheer volume of students and internship providers may require the Director to “assign” students to employers, and vice versa.
6. **May/June** – Students begin internship. Supervisor reviews are scheduled so the employer knows when the Director will be coming to the worksite to interview the student and the employer, and determine how well the internship is progressing. This should be done at least twice during the internship period.
7. **July/August** – Students are supervised and reviewed periodically (no less frequently than bi-weekly) by the employer/supervisor, to ascertain how well the student is progressing in the internship, to make sure that both school and workplace competencies are being learned and utilized, and to offer constructive criticism, to make sure the internship ends in a successful effort.
8. **August/September** – After completion of the internship, a post-internship event is held, during which students address their peers, parents, business internship providers and others about their internship experience, what they learned, and how they enjoyed the experience. Students may use PowerPoint to make the presentation in a conference room, auditorium or other facility. Also, business internship providers are recognized and rewarded (plaque, certificate, photograph, etc.) for their contribution to the success of the program, and to insure they will participate in subsequent years. Prospective new internship providers should be invited to attend. Ask each current internship provider to “bring a friend” from another company, whom they think would be interested.

EMPLOYER BACKGROUND LANGUAGE

ACADEMY INTERNSHIP PROGRAM PACKET

Individual Academy programs will need to send an Academy Internship Program Packet, along with an appropriate cover letter, when initiating the following correspondences:

1. Soliciting corporate interest in internships
2. Soliciting references to new internship sponsors
3. Responding to an inquiry or personal referral

Academy Background:

The National Academy Foundation (NAF) guides the start-up and implementation of career Academies in high schools across the country. As a nonprofit 501 (c) 3 organization, NAF is governed by a national board of directors comprised of leading education and business executives. NAF provides industry-specific, career-exploration curricula to the local Academies, helps train high school teachers to teach Academy courses, develops collaborations with local and national business partners and provides ongoing assistance to individual Academies. NAF is a key player and supporter of “small learning communities” (SLCs) in the national education reform movement.

Internships Need Corporate Sponsors:

All potential interns prepare a resume with the guidance of their Academy instructors, are evaluated by two Academy teachers, and take part in a pre-internship interview with the program Director in order to determine their eligibility for placement. Companies that have requested Academy interns then interview students. Participating companies agree to provide the selected students with six-to-ten week compensated internships in career-related positions. At least once during the course of their work experience, students are visited by an Academy staff member who also speaks with the intern’s supervisor and writes an evaluation. The intern’s supervisor is also asked to complete a brief written report at the end of the internship evaluating the intern and making suggestions for improvement.

Internships provide an invaluable addition to the student’s Academy program. Not only do they give students an introduction to the world of work, but they also enable students to apply the specific skills and information learned in the Academy. This work experience, coupled with the internship report each student must complete, helps the individual to carefully examine the industry as a possible career area and to make informed career decisions. The internship also provides students with the opportunity to learn new skills, both technical and interpersonal. Hopefully, an additional benefit for many of the interns will be the chance to create opportunities for future employment.

Internship sponsors help to create a motivated, educated work force:

Companies providing internships gain from the experience as well. Businesses are able to select from a pool of students who have had exposure to the industry. Academy supervisors are always

available should any problem arise during the course of employment. Assistance for a particularly busy time is always just a phone call away. Lastly, employers benefit the most by their contribution to public school education by helping to create a motivated, educated work force.

EMPLOYER PREPARATION & PLANNING

FAQs

What is meant by a “Quality” compensated internship?

A quality compensated internship is not the same as a job. The main purpose of the quality compensated internship is to provide the Academy student with an extended educational experience in the workplace. The internship must seize the opportunity to apply what the intern has learned in his/her Academy classes, in a real-life work environment. Additionally, the intern should be exposed to as many different departments, operations, people, business settings, etc. as possible, to give the student a wide view of the career opportunities within their field of Academy study. The internship needs to be supervised by both a company person, and by the Director of the program. This should include periodic reviews and feedback sessions, as well as a final review and exit interview. The Director must provide a listing of competencies, which the student should learn before the end of the internship period, including certain professional skills, customer service skills, and other 21st Century “employability” or SCANS skills, as well as specific finance, hospitality and tourism, and information technology “hard” skills, as directed by the Academy Director (see website for a suggested list of Internship Competencies.)

Will I meet, or get to interview my intern, before they start working for me?

A little of this depends on the size of the program, the number of interns that need to be placed, the number of open internship positions available from the business community, and the relationship between the Academy Director, the Advisory Board Chair, and the internship provider. Ideally, each student will have an opportunity to interview with two or three companies, and then list their first, second and third choice of internship position. The internship provider companies should also have at least three students available to interview, prior to selecting their first, second and third choice of internship candidates. The Academy Director should then try to “match” the students’ and providers’ choices. One good way to meet many or all of the prospective interns is through a pre-internship student conference. Contact the Academy Director for more information about attending, or orchestrating such an event.

What kinds of tasks, projects and other work assignments is my intern able to do?

Interns, just like entry-level new hires, come with a variety of skills. These include technical computer skills, such as word processing, spreadsheets, database, PowerPoint, and other computer software usage skills, as well as specific “job related” skills in their particular Academy’s theme (Finance, Engineering, Hospitality and Tourism, and Information Technology.) Academy students also have a certain level of knowledge of “employability

skills” including working in teams, time management, ethics, communications, presentations, and other “soft skills.” The skill level in each of these areas will vary with the individual, so the tasks, projects and other work assignments should challenge the intern, push them to achieve, and broaden their skills. Projects may get more detailed, and demanding as the term of the internship progresses. In order to keep the intern productive during the entire internship period, the supervisor should consider creating a 6 to 10 week work schedule with the Academy Director, prior to the start of the internship. The supervisor can lay out the various assignments, as best he/she can, and the Director can give some input as to how well the nature of the assignments dovetail with the skill levels of the student intern. Using this process will assure that the intern is being “pushed” to excel, and will also be kept productive during the entire internship period.

How do I indoctrinate and orient the intern into our corporate culture, and get the most out of the experience for both the intern and the organization?

The first day or two of the internship may be spent familiarizing the intern with their new surroundings. Appropriate activities might include a tour of the facility, and series of discussions with various members of the department so the intern has a clear understanding of the department’s function, and how that function, fits into the rest of the organization. You might consider asking the intern to sit in a new employee orientation meeting, so the intern begins to understand what a new hire is responsible for in terms of corporate protocol, and culture. Also, assigning a younger person, perhaps someone in their twenties, who works in the same department, as a “buddy” might also be a good step in “acclimating” the intern. You and the intern might also draw up a series of questions about the organization, which, as a first assignment, the intern must go out and answer. These questions should be of the type only answerable by different members of the department, or other departments of the organization, so the intern should be forced to seek out answers from people whom the intern has never met. This will also provide a good learning experience for the intern as they make their way through the interviews of various people in the organization.

How often should the intern’s supervisor make contact with the intern, and what kind of feedback should the supervisor elicit, and provide?

As stated earlier, an internship is different than a job. It is extremely important that the intern gets a “broad view” of the organization, and begins to understand the various career opportunities within the field. This can be achieved through regularly scheduled “mini-reviews” on a weekly basis. A 30-minute session, regularly scheduled for each week the intern is with the organization, helps to keep the intern on track, diffuses any concerns, provides time for constructive feedback about the week’s work, and talks about various other issues that may come up during the week. Of course, this doesn’t substitute for being available on an as-needed basis for answering questions, but does add an important bit of time each week to the interns’ schedule. The work assignments should be of a level equal to or slightly higher than the intern’s skill and knowledge level, thereby requiring the intern to research answers to questions, and apply skills and problem solving ability, which “push” the intern to do harder and harder work. Allowing the intern to work with a team of employees on a long-term project, getting short-term assignments that contribute to the long-term results can be an especially beneficial experience. Of course, some routine assignments will definitely be in order, but the intern should NOT be assigned to file papers, or answer phones

or other menial administrative tasks for the duration of the internship. It is the supervisor's responsibility to see that the intern receives a quality experience.

Can there be any flexibility in the intern's schedule (ex: number of hours worked per day, flex time, make up for excused absences, etc.)?

This should be discussed with the intern, and with the Academy Director. The intern is serving the company, and the internship supervisor. If the company's work schedule, or time-off protocol, or flextime protocol allows for these types of things, they should be discussed with the Director, and the intern, and agreed to in writing. If the intern is going to work late hours, say after the "normal" business day, on a regular basis, the Director should notify the parents of the student, and get their approval in writing. Many employers have a set excused absence protocol. This might limit the number of absences to a certain number, with or without excuses, requiring notes from parents, or doctors, etc, if the limits are exceeded. The employer and the Director should agree on this issue, and again, communicate the expectations with the intern.

Does the intern have specific goals he/she must achieve during the internship, and should the company have other concurrent goals for the intern?

Yes to both questions. The internship provider should have a list of internship competencies, which must be communicated to, and learned by the intern, before the end of the internship experience. This list of competencies is available from the Academy Director. The list should be used as a guide, such that on a weekly basis, the intern and the supervisor can "check off" the competencies learned. The internship provider should prescribe other goals for the intern. Again, the purpose of the internship is to gain a greater understanding of the industry as a whole, how the organization fits into the industry, and what types of career paths are available for the intern. The supervisor may take some of the time in the "weekly review" to discuss such matters, and have the intern record such discussion in a journal. By the end of the internship term, all company concurrent goals should be achieved, as noted and recorded in the journal. By "pushing" the intern to excel beyond their own comfort zone, the internship experience becomes extremely beneficial not only for the intern, but for the provider company as well. Recent academic studies indicate that their employers rate Academy interns as highly, or higher, than college-level interns and entry-level workers. So employers should take every advantage of this resource, while they are providing the intern with the experience of a lifetime.

EMPLOYER PERFORMANCE & SUPERVISION

Once an intern has been placed at an employer location for the internship period, the employer supervisor and the Academy Director must make sure the intern is having an appropriate educational experience, and also stays productive. This is primarily done through a two step process: 1) a series of internship visits is scheduled by the Academy Director (at least twice during the internship,) during which the Director visits the worksite, and “interviews” both the intern and the supervisor, making sure each is living up to the other’s expectations. The Director also ascertains that certain, agreed-upon competencies are being “taught” by the employer, and learned by the student. 2) The employer supervisor schedules periodic (no less frequently than bi-weekly) reviews/discussions with the intern, to ascertain how well the student is doing from their perspective, and to also offer constructive criticism to benefit the student, and improve their future work experience. As discussed earlier, if the employer and the Academy Director have already put together a 6 to 10 week internship work plan, then it should not be difficult to keep an intern busy and productive during the entire term of the internship. A “gap-analysis” may also be helpful to the student, so they can better understand why there may be a difference between the employer’s observations, and their own. (See website for Gap Analysis Form)

EMPLOYER PERFORMANCE & SUPERVISION

FAQs

What are the skill levels of the intern?

Just like every new employee, interns come into the position with varying skill and maturity levels. The easiest way to determine the skill level of your intern is to ask them, preferably during the interview process. You can determine their technical skills by asking them whether they are familiar with certain computer hardware or software, and certain routine office hardware (copier, fax machine, scanner, desktop computer.) Additionally, you can ask them if they are familiar with certain soft skills concepts (teamwork, ethics, time management, productivity, etc.). Students should have also prepared a resume for the interview, which should further describe their experience, knowledge and skill level. The Academy Director and teacher may also be helpful to the employer, by sharing their personal observations of the intern, and his/her academic productivity and behavior. Understanding the skill level early on in the internship, helps the employer tailor the internship activities and learned competencies, and ultimately develops the student.

How do I keep the intern busy and productive?

This is a key question. The successful internship experience for both the intern, and the employer is one in which the intern feels that they are getting a “well-rounded” experience, seeing and experiencing a number of different areas within the organization, working with a number of different people, completing a number of different types of assignments, and feeling as if they are making a contribution to the company. The successful internship should also benefit the employer. The intern should go through an orientation and initial training period during which they should learn about the company, how the department in which they are working connects to the entire organization, what the organization chart looks like, how the subsidiary makes money, who are the competitors, etc. The best way to “keep the intern busy and productive” is to have a game plan ahead of time, before the intern arrives. Since the intern will be there for between 6 and 10 weeks, the supervisor should have the entire internship projects and goals laid out, so there isn’t any “down time.” Each week, the intern should have a specific assignment, working on a specific project, or with a specific team, doing different jobs, gaining different experience and using different skills, which relate to the intern’s Academy curriculum. Jobs can be routine clerical work, but not longer than a week. After that, the intern should be assigned to help out in different working departments; finance, sales, marketing, catering, housekeeping, security, administration, human resources, communications, accounting, payroll, etc. Academy interns have worked with confidential client information in banks, done research using the internet for a Federal agency, updated company website designs, worked with payroll, reconfigured and consolidated corporate financial statements, provided outstanding customer service for a major national hotel chain, and, in general, made a substantial impact on their employer’s operations. With the skills that each student brings to the internship (word processing, spreadsheet, database, customer service, accounting, financial planning, and many more) it shouldn’t be too hard for them to fit in, no matter where they are placed, and begin to be productive immediately. By raising your own expectations, and assignments for the intern, they just might surprise you. Just

keep in mind that the internship is not the same as a high school job, so a little planning and forethought goes a long way in keeping the intern busy and productive.

What do I do if there is a problem with the intern?

The first thing to do is to talk with the intern. They should be told, in a constructive way, what isn't working, and how they can change to be better. Just like any other employee of the company, interns should follow appropriate behavior and performance protocol as outlined in the employer's employment manual. If after the intern has been talked to, the problem persists, then the school supervisor (Academy Director) should be called in so he/she understands the issues, and can offer some additional information, which may be helpful in rectifying the problem. If after a number of attempts have been made to fix the problem, all of which should be duly noted and reduced to writing in an intern folder, in accordance with employer hiring and firing rules and regulations, and the problem isn't fixed, the intern may be asked to leave the position. This would only be appropriate if all the remedies for correcting the problem have failed. Hopefully, if this were the case, the student will learn something from the experience, and avoid repeating the problem in the future.

Should a high school student intern be treated differently than an entry-level company employee?

Yes and no. The employer must keep in mind that the student intern is likely to be 17 or 18 years old, and may not have the same maturity level as entry-level employees, or even college interns. At the same time, studies show that employers who have had Academy interns say their skill levels and productivity have been as good as, and in some cases, superior to college interns, and entry-level workers. Therefore, employers should set appropriately high expectations for the interns, treat them as they would any new hire as far as helping them get acclimated to their new employer's culture, understanding appropriate behavior and employability protocol, and helping them to be productive members of the organization.

What should the intern learn?

This should be discussed with the Academy Director, and then spelled out in writing for all parties (student, parent, employer, school personnel) to read and understand. A sample "Internship Competencies" may be found on the website. This will be a handy guide for "infusing" lessons into the regular workday. For example, if "understand how the company makes money" is one of the competencies, and the intern is helping the strategic planning team put together their five year plan, the student might work on the section of the plan that addresses profitability, and put together certain portions of a presentation on PowerPoint slides. To the extent possible, work assignments should require the intern to use knowledge and skills learned in the Academy classroom. The employer supervisor should discuss the curriculum with the Academy Director, have some level of knowledge of what has been covered, and then try to infuse those lessons into the workday.

Should there be an "exit interview" with the intern, prior to his/her final internship day with the organization?

One of the first "post-internship activities" a student can perform is to meet with his/her supervisor at the end of the internship period, just prior to the last day, and discuss the

outcomes. Were their goals achieved? Were the employers' goals achieved? What would they like to have seen done differently? What was the most rewarding part of the internship? What did you like the most? What did you like the least? What would you change for the student who interns here next year? These are just some examples of questions, which can be asked, answered, and memorialized in the intern's folder. This can also be the foundation for a final "post internship journal or report" done by the student, and presented to his/her classmates. Both the student intern and the employer, to ascertain whether there were any measurable gaps in respective performance expectations, may also complete a final Gap Analysis. The Gap Analysis may then be helpful in determining how to improve future year internship placements.

EMPLOYER POST-INTERNSHIP ACTIVITIES

The successful internship cannot be finalized until certain post-internship activities are completed. An intern should be asked to complete a post-internship recap, such as a journal of their experience, or a report, or some other “capstone” project, which is submitted to the Director and the employer supervisor. This report should summarize their experience, and discuss the competencies, which the student has learned. The Director should also arrange for the interns to make a more formal presentation to their Academy peers, underclassmen, Advisory Board members and internship providers using PowerPoint and acquired presentation skills. Other post-internship activities could include an employer recognition breakfast, luncheon or dinner, an article appearing in the local newspaper or in the employer’s newsletter, photo opportunities with interns and employers submitted to local newspapers, press releases issued by the school praising local employer involvement, and other activities which promote, celebrate, honor and reward the contributions of the internship providers. Similarly, the internship provider company should consider promoting their involvement and the students’ achievements. Articles in the company’s newsletter, news releases, discussions at Chamber or Association meetings serve to spread the word about the company’s involvement, thereby increasing the company’s prestige in the eyes of the business community and general public, and also helps to solicit other companies to get involved.

EMPLOYER POST-INTERNSHIP ACTIVITIES

FAQs

What are the benefits to holding a post-internship activity?

There are two main reasons why a post-internship activity is beneficial. The first is that it reinforces the learning that occurred during the internship. The lessons that a student has learned; certain technical skills and employability skills, as well as other competencies during the internship, can be further “cemented” into the students’ mind by placing the student in a situation where they report on their experience. This could be in a written form, such as in a report to their classmates, the development of a portfolio, which contains, among other things, a resume, results from a research project in which the student was involved during the internship, and other information which the student must recall and put together in a formal package, or in a more formal presentation to classmates, teachers, internship providers, parents and others, in a banquet-type setting. Many Academy programs around the country formalize this process, creating an “event” which is fun for all parties involved, and extremely beneficial for both the students and the internship providers. The second reason is to help determine what, if any, improvements can be made in the internship experience. Having a student report on their experience, and then analyzing the “gap” between their perception of the experience, and the employers’ perception, helps tailor future internship positions to better suit all parties.

How can a post-internship activity help ascertain whether the internship was successful for the student?

The student, the school and the employer must be clear on how a “successful” internship is defined. Hopefully, this was done in the Preparation and Planning phase, before the internship began. Each stakeholder will have his or her own goals, some (or most) of which will overlap, and some of which will be exclusive to the individual stakeholder. An internship is “successful” when all the individual stakeholders’ goals are achieved. Both the student, and the employer should prepare an internship review document (see Internship “Gap Analysis Review” document on the website.) If prepared honestly, this will give the employer an idea of how well the student intern enjoyed the experience. Did it meet or exceed his/her expectations? What would the student liked to have seen or experienced, which he/she didn’t? By analyzing the “gap” between the students’ perception and the employer’s experience, future internship positions can be modified to better suit both the employer and the student, future internship goals can be determined, and the Preparation and Planning for subsequent years’ internship positions improves.

Who pays for a post-internship “event?”

The post-internship event is typically paid for using a variety of funds. The Academy may have some funds of its own, which can be used. Advisory Board members may raise all or a portion of the funding as part of their strategic plan’s budgeted items. A hotel, reception hall, banquet facility, Chamber of Commerce, or other facility may be willing to donate the space for such an event. A restaurant may also be willing to donate, or reduce the cost of a meal,

which may be served. The “event” doesn’t necessarily have to be expensive. Any event that pulls the students, teachers, parents, and internship provider companies together, to celebrate the internship experience, is a plus.

What should be presented to the students?

Every Academy makes their own decision as to whether the students or internship providers receive any recognition award. Many Academies present a certificate of internship completion to their students, and a certificate of appreciation to their internship providers. Often, the student intern introduces their internship supervisor to the rest of the audience, and makes a personal presentation to them. Conversely, the internship provider may present the completion certificate to the student. This event is a celebration, and anything that recognizes and rewards the successful completion is appropriate. Motivational cards, posters, photos, etc. from an establishment like *Successories*, may be appropriate. Use your imagination!

Can the provider of a successful internship continue the relationship with the intern, through part-time work during the senior year, and beyond?

Internship providers often have developed a relationship with the intern, which survives and flourishes long after the internship period is through. It is really up to the individual intern, and provider to extend the relationship. This can be done in a number of different ways, including continued employment with the company during the student’s senior year. Many schools provide early release for seniors, so they may work during weekday afternoons. Some internship provider companies have offered interns an extended employment position, during the summer while they are attending college. Some employers may then “sweeten” the relationship with an offer to pay for some of the student’s tuition or books. Ultimately, many employers have developed such a strong continuing relationship with their interns that they return to the employer following graduation from college, as full time employees.

Have any internships resulted in long-term employees for any of the internship provider company?

This is certainly up to the employer, and the intern, but many long-term interns who have been “nurtured” by their internship company, and ultimately hired full time have filled full time employment positions. The key is finding the right intern, and developing a relationship with that student as they continue to progress in high school, and on through college. One key idea not to forget is that there are other prospective interns following in this intern’s path. Companies interested in keeping an intern through their senior year, and beyond, should try to make arrangements to provide additional internship positions for new interns “in the pipeline.”