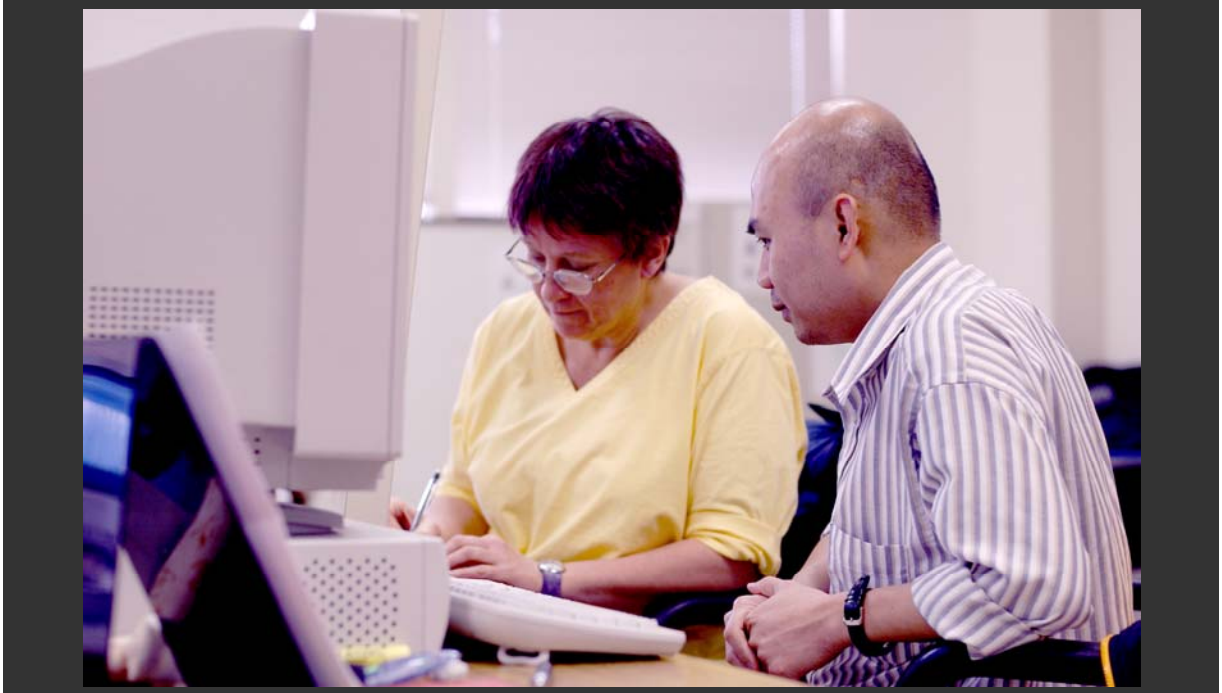


# Seattle Jobs Initiative's Internship Supervisor Handbook



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# FORWARD

## From One Coach/Mentor to Another



Since I can remember, I've had a love/hate relationship with learning. As a non-traditional learner, the standard educational system didn't offer much to me. As a result, I found my way to a career in human resources and organization development, utilizing well-honed people skills and "street smarts." It wasn't until I connected those skills with a desire to serve people that I found my love of learning. This was what drew me back to school to finish my BA.

Early on in my work with interns, I believed that there existed a **formula** for effective internship and hiring programs. Instead, I found as many learning styles and combinations of soft and hard skills as people. It was the ability to be present with interns and staff, and to truly understand what it's like for them to work through barriers to employment, that helped me tap into the motivation that resides in each person.

In time, I saw how my service work was less about altruism and more about solid business strategy, profitability, and remaining competitive in a fast changing world. It became about tapping into business resources that are hard to control, difficult to please, and rewarding to serve: People.

I have learned as much as I've imparted in my work with interns, and subsequently, am committed to the process and art of facilitative leadership. Learning to facilitate the development of others has given me discernment about the precarious balance between task accomplishment and team harmony, accountability and empowerment.

I hope that you will find this work as beneficial and rewarding as I have, and that you and your company will further thrive as a result.

Linda Rider  
Employment Broker  
Seattle Jobs Initiative

# CHAPTER ONE

## Who is Seattle Jobs Initiative?



Seattle Jobs Initiative, a nonprofit organization born out of the City of Seattle's Office of Economic Development, was established in 1997. Our work is designed to eliminate barriers to good paying, long-term work. Barriers to employment might include lack of education, homelessness, limited English proficiency, lack of hard and/or soft skills, criminal background, transportation, or other issues. SJI helps eliminate these barriers by creatively aligning support services – including housing, childcare, transportation, and counseling – with job skills training and job placement assistance.

Currently, SJI conducts short term training programs in four industries: office occupations, manufacturing, automotive and construction.

To date, SJI has placed over 5,200 Seattle residents in living wage jobs.

### **SJI Partners**

SJI's work is strongly rooted in collaborative partnerships. We partner with community based organizations, colleges, and employers to create opportunities for low income residents.

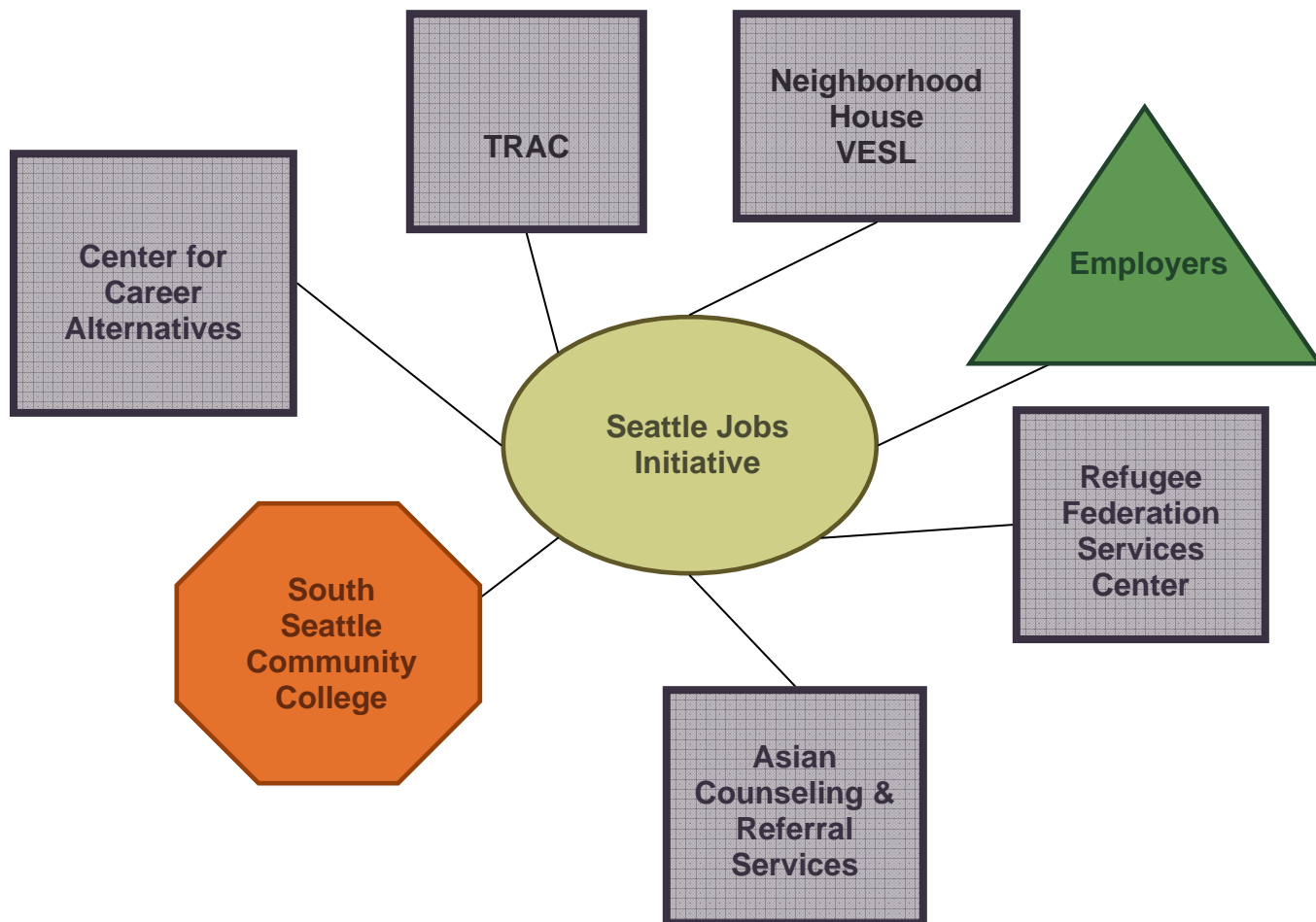
We currently partner with five community based organizations:

- Asian Counseling & Referral Service
- Center for Career Alternatives
- TRAC Associates
- Neighborhood House (VESL)
- Refugee Federation Service Center (IP)

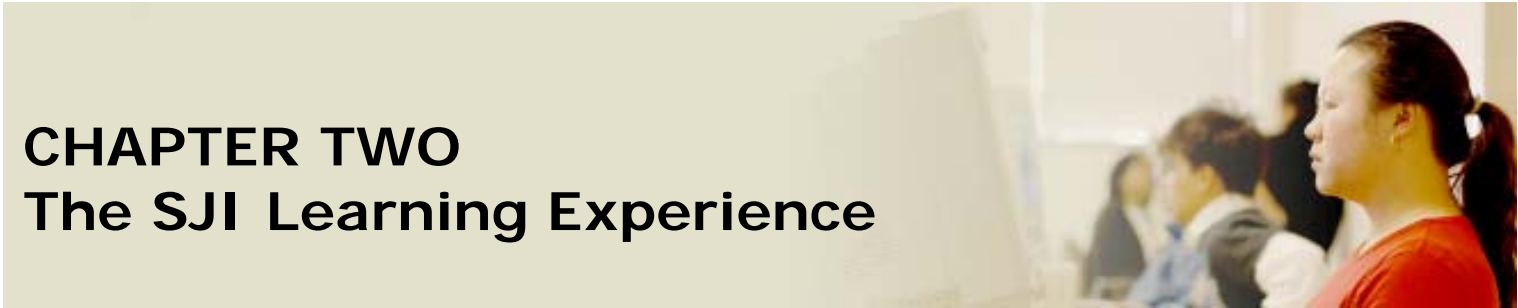
These organizations provide direct service, including case management, support services, and placement to Seattle residents.

SJI's short term training programs take place at local community colleges. Most of our classes are held at South Seattle Community College, and our construction pre-apprenticeship program operates out of Renton Technical College.

The counterpart to SJI's short term training at community colleges is the internship, which takes place at local employers all over King County.



Seattle Jobs Initiative is a nonprofit organization that creates opportunities for people to support themselves and their families through living wage careers.



## CHAPTER TWO

# The SJI Learning Experience

The internship program is central to SJI's plan of creating employment and advancement opportunities for low income individuals.

SJI's internship program model is unique. You, the coach/mentor, are a key part of any SJI participant's success. To that end, we've developed this handbook so that you, as an intern supervisor, have an understanding of the way our system works, as well as our ideas of the basic elements of a strong learning experience. First, let's review the SJI intern's experience.

### **Preparation**

In preparation for an internship, each SJI student must participate in a one-on-one interview with the SJI employment broker. An internship questionnaire is filled out, in which each student's past work experience, future work goals, and interest areas are identified and discussed.

### **Selection**

SJI understands your need for well-screened intern applicants, so we place interns according to workplace standards. When we make a placement recommendation, we take into account your workplace needs and task requirements, personality fit, as well as potential hiring opportunities. SJI's employment broker works closely with SJI's industry sector training project managers and case management staff to recommend good matches for the 11 week, 160 hour internship placements.

### **Code of Conduct and Performance Expectations**

Not only does SJI have a thorough process for placing interns, we also place substantial expectations on our interns. We acknowledge that each intern shoulders this responsibility differently. That is why we provide a network of support, clearly stated expectations for job performance and personal conduct, and continued soft skills training.

Our goal for each intern is to enhance the work performance, interpersonal, and/or leadership skills each intern may already possess.

## Employer Involvement

Before students begin their internship, they create learning objectives, taking into account what they have learned, their experience, as well as their interests, aptitudes, and goals. Once the student is matched with an employer and the learning objectives are created, the internship can begin. This is where you come in!

## Effective Facilitated Learning Experiences

To prepare you for your involvement and to help you make the most of your time with your SJI intern, we believe a quick background on concepts and definitions regarding internships – or **facilitated learning experiences** – will help. For starters, here are some basic elements of a strong learning experience:

- a) solid **learning objectives** based on intern goals & supervisor needs
- b) good **supervisor interpersonal skills**
- c) **job tasks broken down into manageable parts** so intern can gain increasing proficiency & confidence
- d) **tasks and skills explained** within your **work context**
- e) opportunities for **practice**
- f) opportunities for **intern reflection**
- g) **translation of learning** into **other contexts** (ie: help students identify and discuss new skills)
- h) intentional and **mindful approach to learning goals**

“In its purest forms, experiential education is inductive, beginning with ‘raw’ experience that is process through an intentional learning format and transformed into working, usable knowledge.”

Have you ever had the experience of teaching someone a task so basic that you didn't give a thought to how you might convey the necessary information? Many of us in this situation find ourselves in the middle of explaining something, and end up *showing them*, and expect the learner to mimic us. But how many of us return to an employee we've just trained, only to discover that they've forgotten some or all of what we've shown them?

Evidence shows that recollection and translation of learning are greatly enhanced by two factors: 1) practice opportunities, and 2) visual aids. Still, even this can fall short. For example: let's say you've shown an employee a particular task such as how to create and generate a spreadsheet for a particular report. Later on, you ask that same employee to create a similar, but new report, within a totally unfamiliar context. Some might catch on right away, but many would be lost. They're likely to be able to put together a spreadsheet to meet your needs when you show them *exactly* how to do it. Many new employees are great copy-cats. So, when they are unable to translate or transfer their skill, you wonder what happened?

What is missing is a chance for **reflection**. By reflection, I don't mean sitting and thinking about something. Effective reflection requires some direction on your part for setting up intentional opportunities for thinking, writing, discussing, and/or presenting what was learned. This is called the **debrief phase** of a learning process. This phase, effectively executed, is pivotal in turning an ordinary training into a transformational development experience. The key to its success lies in how well the learner is engaged in imagining how they might apply their new skills to a broader knowledge area or different area altogether.

SJI knows how busy you are, and we know that working with interns can take a bit of time. To clarify a bit: this handbook is about giving you some tried and true fundamentals for effective training, mentoring, and coaching. Our hope is that by providing you with a snippet of background knowledge and handful of helpful tips, that, in addition to providing you a usable framework within which to train and coach interns, we will actually help you save time.

## The SJI Approach to Internships

Do.  
Reflect.  
Apply.

***All learning is experienced-based.*** It's no secret that the best way for students to gain competence in an area is through *practice*.

Pared down to its most simple form, the main steps that characterize all experiential learning processes are: do, reflect, and apply.

While there are various types of experiential learning programs, SJI's is an internship model approach. By definition, an ***internship is any carefully monitored work or service experience in which an individual has intentional learning goals and reflects actively on what she or he is learning throughout the experience, and is given opportunities to build upon and apply those new skills.***

Different experiential programs have different focus areas. Some aim to change the way a person feels, some aim to change the way a person thinks (as well as how they feel), and some – what are called *developmental programs* – these aim to change the way a person behaves (as well as how they think and feel). SJI's internship model is a developmental program.

Most people are familiar with the On-the-Job Training (OJT) model where an individual a) gleans lessons from the experience of performing particular job tasks, and b) obtains formal training from a supervisor. This type of program focuses on vocational skill development, and aims to change the way a person *thinks* within a narrowly defined vocational scope. It does not necessarily change how they *behave*.

The main difference between a basic OJT program and a developmental program lies in how a coach/mentor connects job tasks and skills to actual knowledge concepts. As already stated, the key to this connection lies in the *debrief and reflection/translation phase of the process*. This phase is not necessarily where the learning happens, but it is where learning is cemented, making it applicable and most of all, retrievable in varying contexts. Ideally, after several cycles of DOing, REFLECTing and APPLYing, you may notice that your intern is suddenly facilitating their own intentional approach to learning!

From the moment an intern arrives, they begin learning: they learn about how to commute every day to your workplace, how to clock in, how to manage their time and projects, who is the best person at work to ask questions, where the lunch room and restrooms are, what types of tasks or projects stress them out, how to anticipate and modify their own communication style to fit a situation, etc. While we may or may not take these things for granted, many new interns find this an intense experience. SJI views this type of experiential learning as a valuable life adventure that expands an individual's perspective of themselves and of their environment. It builds confidence.

The SJI internship program is designed to provide an intern with many avenues for growth, both professionally and personally. We expect interns to be stretched in ways that are fun and also challenging. In the process, we hope that you, the coach/mentor, will experience many benefits as well.

## **Planning for Learning**

Prior to beginning an internship, a learning plan is written that takes into account an intern's interests, career goals, skills, and aptitudes. It is written by the intern with the help and approval of instructors. It is an agreement between you, SJI, and the intern. It is a working document. The learning plan is best utilized if it is clearly understood, fairly concise, referred to regularly, and used as a tool for both the intern and coach/mentor in guiding the intern's day-to-day work process.

The learning plan empowers an intern to engage in their learning via the asking of pertinent questions. If an intern compares what you've taught them with what is written in their learning plan and then follows up with their own questions for further clarification, their learning will be further cemented via dialogue. The more active your intern becomes in the process of questioning and thinking through what they've been shown, the more likely they will understand the context and broader knowledge concepts involved. Consequently, the more they understand the knowledge concepts, the better their work quality will be, and the more their new understanding will translate to other work environments.

The objectives are your intern's commitment to learning, and your company's commitment to providing specific task, skill, and knowledge development experiences within your professional area. When used as real-time tool for gauging task accomplishment against measurable goals, learning can grow exponentially.

## Daily Job Responsibilities

When your intern first starts to work with you, they may find that you have assigned to them many of your department's menial support tasks, such as filing, data entry, answering phones, and sorting papers. Some interns find this work to be repetitive, easy to learn, and in some cases, boring. Others are perfectly happy and would file and enter data for the duration of their internship, as long as they are busy. Showing an intern when they make errors and how to correct them soon thereafter, can go a long way to getting you the help you need and to helping that person gain confidence.

**EXAMPLE:** an administrative intern, an accounting intern, and a human resources intern all might have to do a great deal of filing. However, if an intern pays close attention, they will find a great deal of difference from one internship area to another as it relates to filing. There are differences in how filing systems are constructed, in the types of documents each intern area processes, reasons for why they handle the particular documents in a certain way, and in the paper trail of each.

SJI makes it clear to interns that learning the context of a particular department or area is a key component of building competency at work. At the same time, SJI hopes that you, as a coach/mentor, will skillfully connect assigned tasks to applicable skills, and ultimately to context areas within your workplace. This type of awareness and facilitation, for some coach/mentors, takes a little practice to integrate into their busy work days. For others, it comes naturally. We are willing to help you accomplish this in any way that works for you. Just remember, we are only a phone call or email away!

## CHAPTER THREE

# The Coach/Mentor as Catalyst



To “facilitate” literally means “to make easier.” As a coach/mentor, your job is to help “catalyze your intern’s learning. Most of us, in our busy days, want to tell, impart, and explain. SJI understands how busy you are and that you may need to convey information in as efficient a manner as possible. But coach/mentoring, by its very nature, asks a little more of a supervisor. Often what the learner needs most is a listening ear and help formulating their own right question. Sometimes, they may even need an opportunity to dialogue and vent frustrations at “not getting it yet.” As coach/mentors, we’re often tempted to make it easier by simply telling interns the answers to the questions, or by showing them a task yet again, hoping that this time it will stick. Although there are many times where this will be your mode for teaching, it is also good to enhance this method with a mindful approach to learning for your intern.

### Communication & Leadership: Know Thyself

Basic communication skills are crucial to being an effective coach/mentor, and to facilitating a solid learning experience for your intern. Here are some tips for effective communication and leadership.

**1. Be concise, and calm.** As was said earlier, English is an inefficient language to many non-English speakers. It’s difficult for most English speakers to understand this. Think about it – have you ever been in a situation where you were surrounded by non-English speakers? Maybe they were conversing very rapidly and intensely. Do you remember how you felt? Anxious? Annoyed? Overwhelmed? Well, it’s no different for those whose primary language is not English. Convey information in short phrases, while also being gentle and patient. Try to break a task up into small component parts, if possible. *This is especially important when your intern first arrives.* After interacting for a few days, you and your intern will begin to get used to each other, and discomfort or anxiety will dissipate. It’s almost as though you are developing your own unique way of interacting with one another. In fact, this happens all the time without our knowing, even with other people who speak our native language.

**2. Practice active listening.** How many of us have gone around thinking we were terrific listeners only to have someone in our lives accuse us of otherwise? Most listening problems have nothing to do with a lack of trying or willingness on the listener's part. In fact, many people honestly believe they are *hearing* what is said. So what *is* active listening? Active listening is exactly that: *active*. It requires that a listener not rest on the subjective assumption that we received a particular message from someone. It requires that we go the next step and apply two basic active listening skills: paraphrasing and validating.

***Paraphrasing.*** Paraphrasing is repeating back to the sender what we heard (or thought we heard) using our own words. Try this a few times during your day. It usually summons a level of concentration and focus that "just listening" does not. When a person is not used to this kind of listening, it can be tiring at first, so go slow! As with all new habits though, the more you do it, the more adept you become.

We've all been unwitting recipients of inexperienced paraphrasers. "What I heard you saying was..." or, "In other words..." This is not necessarily good paraphrasing; it is a little too "cookie cutter". Still, it is sometimes easier to start with little catch phrases like these when you are first learning this skill. If done effectively, the sender would say something to you and you would paraphrase by reiterating what you heard. The sender would respond affirmatively, or say, "no, what I said was..." Then the sender further clarifies and explains what they meant. This is a great skill, especially when communicating inter-culturally, because it increases the chance that you are truly understanding what your intern is trying to say. Of course, it's not necessary, or feasible to paraphrase everything said by your intern. We're confident that if you employ even a little of the kind of focus that this type of active listening requires, you will learn a great deal, and will connect with your intern in a way that one-way communication does not afford.

***Validating.*** Validating is acknowledging the experience of another. It involves expressing sympathy, empathy, or understanding for what another person has shared. An example of this might be, "I could see how you would feel that way;" or, "it must be frustrating to feel like you aren't getting it on the first try;" or, "I felt like that once too." This is very important in gaining trust with another person. It lets them know that they were heard, and further, that what they are going through matters to you. You might gain this information from a direct and explicit message, or you may pick it up from their actions or non-verbal messages.

**3. Non-Verbal Communication.** Many communication theorists assert that 10% of communication lies in what is said, and the other *90% lies in our non-verbal body language* – everything from eye contact to personal space to posture. If this is so, then many of us are “hearing” a minority of what is being communicated. Worse, we’re not acknowledging consciously the messages we are receiving and/or internalizing. We might notice that someone was “shifty-eyed” or “fidgety” or “stand-off-ish”, but beyond a surface labeling or judgment of what we’ve noticed, it may never enter in to the realm of communication. Non-verbal communication is a vast and complicated subject area and this section does not claim to be comprehensive. We are only offering a nod toward the subject, and encourage you to read more on the subject if you are interested.

What is most important to note in non-verbal (NV) communication is how *culturally subjective various forms of body language really are*. One basic premise in NV communication is that when the NV does not match the verbal, the listener’s discomfort or anxiety begins to rise, oftentimes unbeknownst to them. This is termed *dissonance* in communication. As listeners, we want to make it about the other person, but in many cases it is really about our own cultural coding happening subconsciously. Think about the above examples of labeling someone as “shifty-eyed.” In western culture, it is rude and breeds distrust for someone to avoid looking us in the eye; but it is exactly the opposite in many other cultures. The interesting thing about the tendency to negatively label someone who communicates differently from us, is how those quickly become negative stereotypes. It points to our own pervasive needs to interact with those who mirror our same cultural interactive styles. This can be an uncomfortable and illuminating experience for listeners to realize. So let’s look at one skill in non-verbal communication, that if utilized regularly, might help bridge the gap in inter-cultural communication.

***Mirroring.*** Mirroring is similar to paraphrasing, but in mirroring, you try to match the other’s non-verbal posture, stance, etc., and interact (subtly,) in kind. It’s not about mimicking the actions of another, but about being aware of their non-verbal cues and actions, and trying to be in like mode.

For example, if you are talking with your intern and they have very little eye contact, you might normally respond by trying to catch their eye if you can. In western culture, lack of eye contact causes us to feel distrust of another, but in many other cultures, overt eye contact is

considered rude and invasive. So in a situation where your intern is having a tough time looking you in the eye, and they are not talking a lot, you might just reduce your own eye contact. This is an example of mirroring.

Another example would be, say you are sitting rather close across from someone and they scoot back a little and cross their arms. You might casually, as the conversation progresses, slowly do something similar, but not exactly. You might first cross your own arms or legs, or turn a bit sideways, and then move your chair back notch. Much of what occurs in such an interaction all happens on a subconscious level. The person may have scooted back because they feel uncomfortable being so close to other people. When you scoot back as well, their anxiety may begin to ease a bit, which may help them relax and open up a little.

**4. Internal Dialogue.** Internal dialogue is the internal messages and communication that occur within each of our own minds. This is a crucial awareness area for a coach/mentor in an inter-cultural context because it is in our own minds that our stereotypes and labels are most active. Communication often will break down without our knowing what is happening. This is because most of us hardly pay attention to what we are saying to ourselves. In the eye contact example above, the person thought that the person avoiding eye contact was “shifty-eyed” and not to be trusted. It’s rare that any of us would catch ourselves saying this in our heads, but what if we acted on this label, even in the subtlest of ways? With the knowledge we have about different cultural values about eye contact, if that label came to mind now, we might shrug it off as a stereotype. When not confronted, that label could easily build distrust, creating a substantial barrier to communication. Catching such internal dialogue “in the act” goes a long way toward addressing communication issues.

## Cultural Competency

There is a growing number of diversity and multi-cultural experts who agree that there are several characteristics that distinguish a person as “culturally competent.” Although still heavily debated, there are a few characteristics that we think are necessary to coach/mentors.

- The ability to recognize other cultures as distinct and equally valuable in society.
- The ability to recognize our own cultural biases and prejudices.

We mention these in this section to reiterate how important knowing yourself and your own stereotypes, labels, and cultural biases is in coach/mentoring inter-culturally.

### **Orientation & Adjustment to New Work Cultures**

We encourage you to orient your new intern fully and quickly to your work place. Remember the very first time you ever walked in to a formal office environment? It can be a moment of intense anxiety for many. Human beings have an upper and a lower threshold for anxiety, and when we become excessively or minimally anxious, that emotion goes above and below the threshold of what is considered optimal for our well-being. This is when we become impaired or ineffective. Be aware of your intern's indications of anxiety and stress. When they participate in activities that stretch them and cause them anxiety - but don't *exceed* their upper threshold – it's a positive thing. It creates a process where their mind and body become stimulated and more alert.

Try an activity where you do something that causes you to feel anxious. Then do it a day or two later. You will find that the next time you do the activity, that your anxiety will be a little less. Each time you do the activity, you will gain comfort and confidence. This is the same for your intern, and it is a key part of the process of adjusting to a new cultural environment.

### **Communication Differences**

As stated earlier, part of culture shock or adjusting to a new cultural environment will involve getting used to a different pace and pattern of communication. If English is not an intern's primary spoken or heard language, even if they are fluent, there will be an adjustment period when they first enter your work place. The sheer volume and speed of spoken words may be exhausting to your intern. Usually, the more an intern whose primary spoken language is not English speaks English, the faster they learn to be understood. Keep in mind that all SJI students have passed a test showing that they read and write English at an 8<sup>th</sup> grade level or higher, and they have also passed all of their first quarter classes in English. Therefore, it is generally verbal and auditory skills that are being put to the test in an internship. If you speak with your intern more, the faster their understanding and speaking will improve.

## Debrief & Reflection: Two Approaches

### Socratic Questioning

Most managers understand how a department works from the details to the big picture, and are able to see how the components interact. So, as you assign repetitive tasks to your intern you might remind your intern to be aware of how a task relates to the bigger picture. Encourage them to formulate questions about the work they are doing and use those questions as a basis for discussion during your regular meeting times. A few example questions include:

**Why is this particular type of data important to my area of learning?**

**How does this task relate to my internship and my learning objectives?**

**How is this task similar or different from other tasks I do or have done?**

**Where did the paper come from that I am entering into the computer program?**

**Where does the paper go from here and why?**

**If I don't do this work well, how will that effect my department, my co-workers, and the company?**

**What are the task, skill and knowledge concepts I am learning by doing this particular job assignment?**

This type of logical questioning and reasoning process has its foundation in the Socratic Questioning model. Many interns haven't developed the critical thinking skills necessary to think this way yet.

Socratic Questioning:  
"By encouraging [learners] to slow their thinking down and elaborate on it, Socratic discussion gives [learners] the opportunity to develop and test their ideas – the beliefs they have spontaneously formed and those they learn in school. Thus, [learners] can synthesize their beliefs into a more coherent and better-developed perspective.

-Critical Thinking,  
by Richard Paul

Interns might express frustration at doing only “boring” tasks. This is an ideal time to begin facilitating a Socratic Questioning process that starts to model critical thinking for an intern. After you’ve modeled this a few times for your intern, you may begin to establish some expectations for your intern to begin asking those questions internally as they perform their tasks. Then they can share their questions with you periodically. The key here is that, at some point, your intern may find the task or project becoming second nature and their mind will begin to wander. Your job as a coach/mentor is to encourage the intern to use that mind-wandering time to think about what the task at hand has to do with their internship area and learning plan.

The Socratic Questioning process not only gives the intern an opportunity to demonstrate their knowledge to you, but it also helps you begin to identify flaws in their reasoning. Lastly, it puts the ownership for learning in their lap. Interns express fatigue at this process because they are not used to thinking in such a manner. It’s like beginning to exercise a rarely used muscle. If done well, however, this questioning process can have an invigorating affect on both coach/mentor and learner.

### **The Debrief**

One of the easiest ways to debrief an exercise or learning activity is the “What? So What? Now What?” approach.

**“What?”** This question asks what happened, and involves discussing concrete facts about the experience itself.

**“So What?”** This question asks the intern, what did you learn? It encourages the learner to investigate the relationship between different aspects of what happened, leading to new awareness and learning.

**“Now What?”** This question asks the intern how they’d do it differently next time. This taps into how the learning will be applied in the future, possibly leading to different contexts. This is the beginning of talking about transferable skills.

This may sound simplistic, but utilized along with various debrief activities in addition to dialogue, it can be quite powerful. Carefully placed questions from a coach/mentor such as, "I wonder what would happen if such and such were different in this situation?" can go a long way to enhancing such learning.

### **Reflection/Translation Activities**

For an intern, being able to reflect upon and then thoroughly describe or explain learning experiences in written or verbal form is a crucial step in solidifying what they've learned. This, in effect, creates closure in learning a particular concept. This is done via intentional facilitated dialogue, reflection and presentation activities.

All of these are examples of activities that will aid in reflection and translation of learning into applicable experience. We hope that at some point or another during your intern's experience, that you will ask them to utilize all of the above debrief, reflection/translation, and presentation activities.

#### Examples of Reflection Activities:

Journaling & guided writing  
and free writing

Verbal & written reports

Weekly discussions with  
supervisor re: learning

Participation in SJI public  
relations re: the Internship  
Program

Presentations



## CHAPTER FOUR

# Transitioning to a New Career

Now comes the time for helping your intern prepare for entering their new career field. It isn't always easy for an intern to adjust to real world employment; some become quite attached to their new co-workers, supervisor, workplace, and in some cases, their paycheck. SJI hopes that you will be able to help your intern set some short term career goals and that you will help them accomplish the necessary steps for landing a job following graduation. The following are some areas that we believe deserve some attention. Use the list below to facilitate discussion about these issues.

### **Establishing a Job Finding Strategy**

- Marketing your skills: help your intern identify and be able to describe their new job experience.
- Job search resources and strategies.
- SJI & partner company as an ongoing support resource: Make certain your intern knows that you are available for discussion after they've graduated, and that you will be an available job reference for them.

### **Creating a Resume and Cover Letter**

Show your intern examples of resumes that have caught your eye, and help them (or assign a coworker to help them) design and create their own resume.

### **Closure with Your Intern**

It's important that your intern has an opportunity to hear your evaluation of their on-the-job performance. We hope that you will be diplomatic, yet *candid* with each intern. It often seems that intern supervisors at partner companies have a tendency to "go easy" on interns, but watering down a hard truth to save an intern's confidence does nothing to help them secure lasting employment. Certainly, an intern is in a learning position, and as such, should not be evaluated on the same criteria as regular full time employees. However, couching crucial feedback on job performance or attitude issues ultimately prevents the behavior change that our developmental learning program seeks. If you need help on how to convey feedback to your intern, we encourage you to set up a meeting with the Sector Training Coordinator or Employment Broker at SJI.

Regardless of whether your intern performed impeccably, or whether they struggled on the job, we consider it an absolute success for you and for any intern who completes an intern contract. Therefore, we hope that you will acknowledge their accomplishment in some way upon completion of their contract. We will leave the details of this up to you.

## **SUMMARY**

SJI recognizes that you have chosen to undertake a huge and exciting challenge by deciding to participate as a coach/mentor in the SJI internship program. It's our hope that you will find this to be a fun and challenging process that will give you greater satisfaction than you originally imagined. Please know that in undertaking this challenge, you have gained our admiration and our gratitude. In the end, you are a significant contributor to the accomplishment of our goals to create a more employable workforce in our region.