

Using Internships to Deepen Classroom Learning and Develop Professional Skills

Promoting Academic and Personal Behaviors at
Flushing International High School, Queens, NY

Activities Developed by:
Rebecca Whitehill & Erin Dowding

Written and Edited by:
Alicia Wolcott & Ellen Nadeau
Eskolta School Research & Design, Inc.

With Support from:
NYC Department of Education
Office of Postsecondary Readiness

July 2013

Eskolta School Research and Design, Inc.
(646) 820-9475
info@eskolta.org

eskolta **NYC**
We help schools learn. Department of
Education

www.eskolta.org
www.schools.nyc.gov

Table of Contents

Academic and Personal Behaviors: Communication/Collaboration and Self-Regulation	2
Supporting Professional Development through Internships	4
Overview	5
Objectives of this Guide	5
Strategies	5
Key School Structures	6
Sample Internship Activities	8
Promoting Self-Reflection: Internship Journal	9
Internship Journaling Assignment	10
Internship Journal Worksheet	14
Understanding Relationships in the Workplace: Who’s Who? Activity	15
Who’s Who? Activity	16
Who’s Who? Worksheet	18
Identifying and Exploring Strengths: Transferable Skills Activity	20
Skills Activity	21
Skills Worksheet	22
Deepening Professional Skills: Mentor/Co-worker Interview Activity	29
Mentor/Co-worker Interview Activity	30
Mentor/Co-worker Interview Activity Lesson Plan	32
Mentor/Co-worker Interview Activity Worksheet	35

Academic Behaviors Guides: An Introduction

In the 2012-13 school year, the New York City Department of Education (NYCDOE) laid out, for the first time, a set of academic and personal behaviors critical for New York City's public school students to be college and career ready. Based on a growing body of research that demonstrates the critical nature of a set of skills and mindsets to successful learning, the NYCDOE identified persistence, academic engagement, communication and collaboration, work habits and organization, and self-regulation as key to student success.

In addition to identifying the importance of these skills and behaviors, the NYCDOE committed to exploring how its schools are developing effective resources and scaffolds to address them. Working with Eskolta, the NYCDOE launched the Academic Behaviors Pilot with five schools—two middle schools, two high schools, and one transfer school. These schools engaged in an inquiry process whereby they simultaneously studied their existing efforts to promote academic behaviors and set out to deepen those efforts through new practices.

From this work, the NYCDOE and Eskolta jointly published a series of four guides. Each guide highlights a set of practices at one school: a student “desktop rubric” at the School for Classics; a system for assessing and giving feedback on key student behaviors and mindsets at Soundview Academy for Scholarship and Culture; lessons that integrate writing and exploration of self-identity at New York City Lab Middle School; and a series of activities for students to reflect on off-site internships at Flushing International High School.

This publication shares resources and materials from Flushing International High School. It is designed to highlight specific steps and materials that the school has used in its efforts to promote academic and personal behaviors, making these accessible for other schools and educators to adapt to their needs. Each guide also provides background context on the school to help readers understand the way in which school structures and culture enabled the effective development and deployment of the work.

In sharing these resources, we hope to further reflection on and discussion of the academic and personal behaviors and their critical role in our schools. We welcome educators' comments and feedback on this important work for New York City's children, and look forward to much-needed attention to these critical skills and behaviors in our public schools.

Sincerely,

Andrea Soonachan

Senior Director

NYCDOE Office of Postsecondary Readiness

Michael Rothman

Executive Director

Eskolta School Research & Design, Inc.

Academic and Personal Behaviors: Communication/Collaboration and Self-Regulation

This guide provides sample activities developed at Flushing International High School (FIHS) to develop the literacy skills of English Language Learners while also developing the key academic and personal behaviors of communication and collaboration, and self-regulation. Research on such academic behaviors (**Savitz-Romer and Bouffard 2012**) highlights the importance of creating opportunities for students to develop a confident belief that their efforts will lead to success in college and career, that they are “college material,” and that they can “fit” into a professional environment. These findings are buttressed by David Conley’s work on college readiness, which notes that a “lack of understanding of the context of college” and of options after high school “causes many students to become alienated, frustrated, and even humiliated” (**Conley 2011, 13**).

At FIHS, the internship program for eleventh-graders has served as a force against such alienation and has supported a sense of college identity for students. This guide provides detailed information about a series of carefully structured activities students engage in to explore their internship experience while developing key skills and behaviors that will serve them in their internships and beyond.

The NYC Department of Education has identified five key academic and personal behaviors critical to college and career readiness: persistence, engagement, communication and collaboration, work habits and organization, and self-regulation. The activities in this guide are

This Guide focuses on two of the five NYC Department of Education Academic and Personal Behaviors

Persistence

Engagement

Collaboration & Communication

Work Habits & Organization

Self-Regulation

According to NYCDOE:
Communication and collaboration are essential skills in successful college and career transitions.

Self-Regulation is key to resiliency. Students must develop coping skills, self-control, and confidence to work through challenges.

particularly focused on building communication and collaboration, and self-regulation skills.

Communication and collaboration are essential skills for a successful education experience and employment after graduation. They include working with others, as well as expressing and understanding the exchange of ideas through speaking/listening, writing, and technology. FIHS’s internship seminar deliberately builds in activities designed to help students develop these critical skills within the context of their assigned internships.

Self-regulation is key to resiliency. Students must develop coping skills, self-control, and confidence to work through challenges. Teachers at FIHS focus on these abilities through the internship program. Savitz-Romer and Bouffard’s research suggests that young people need real world experiences to build key skills, but that they also need to be supported by structured opportunities to “interpret those experiences and the feedback they receive in them.” Through a required internship seminar, FIHS students are encouraged to reflect on their internship experiences and to identify challenges they have successfully navigated. This reflection helps students build confidence in their ability to succeed in college or career.

Objectives of this Guide:

This guide offers resources to help students:

1. Develop **persistence** in education through a positive mindset and sense of self-efficacy
2. Strengthen the **self-regulation skills** needed for college and career success through self-assessment and feedback
3. **Track** individual growth through clear assessment tools and routines

Supporting Professional Development through Internships

Using Internships to Deepen Classroom Learning and Develop Professional Skills

Overview

Internships and other expanded learning opportunities have long been viewed as effective methods of introducing students to the skills, thinking, environment, and expectations that await after graduation. This guide begins with a brief overview of the school culture and structures that support the internship program at FIHS, then provides more detailed resources and materials on a set of specific activities designed to help students build communication and self-regulation skills through reflection on internship experiences.

Objectives of this Guide

This guide is designed to help students:

1. Build and identify transferable skills to become **confident** and **capable** professionals.
2. Gain experience in professional **communication** and **collaboration**.
3. Develop **self-regulation** skills necessary to cope with challenging situations independently.

Strategies

Throughout the activities and structures highlighted in this guide, three themes are key:

Provide for structured struggle: A key tenet of FIHS’s internship program is the idea that students engage in structured struggle with the expectations of the workplace. FIHS encourages students to be independent at their internship sites. While they may

Defining the Structured Struggle

A key tenet of FIHS’s internship program is the idea that students engage in structured struggle with the expectations of the workplace. In particular, there are four kinds of situations in which internship teachers provide students with “scaffolded struggle:”

Getting in: Require students to interview with supervisors to obtain internship offers, but provide opportunities for interview preparation in the classroom to instill confidence in the process.

Getting there: Require students to find their way to internship sites via public transportation independently, but help them access mobile applications, print paper maps, warn on-site mentors that students may be late their first day, and provide them with teachers’ phone numbers in case they get lost.

Getting more: Encourage students to ask for more challenging projects if they are only engaged in basic tasks, but use journal entries and conferences to identify when this might be an issue and step in at on-site visits when necessary. □

Getting through: Push students to address challenges directly with their supervisors, but use journal entries to identify where challenges might be an issue and help students develop strategies for approaching their supervisor.

Introducing Flushing:

Flushing International High School (FIHS), located in Flushing, Queens, serves recent immigrants to the United States who are new learners of English. The school is dedicated to cultivating English fluency while providing opportunities for students to maintain their native language. All eleventh-graders at FIHS engage in internships and an accompanying seminar through which they earn three NYC high school credits. The program, which draws on the work of other schools in the International Network, has been in place at FIHS since 2008.

School data suggest that the program is making a difference for students. During the 2012-2013 school year, the school administered the Engage assessment with its students. Engage is an online assessment recently developed by the American College Testing organization (ACT) to assess □

reflect with students on challenges, advisors urge them to address these on their own—essentially scaffolding the struggle. This helps students to develop their coping skills and confidence in order to persist through tasks despite setbacks, and become aware of and use available supports.

Practice the same skills in the classroom and the workplace: Provide opportunities for students to practice communication and collaboration skills and help students make the connection between classroom and career.

Cultivate sites as educators: Work hard to identify and cultivate relationships with staff at internship sites who understand and are committed to the internship program’s mission. Follow up *see video* with at least two site visits to make sure things are on track.

Key School Structures

It is not necessary to have a grade-wide Internship program in order to utilize the activities in this guide. However, FIHS staff suggest that the following structures are key:

1. Internship sites. This guide is not intended to provide specific tips on generating internship sites. However, the activities depend on students having work opportunities that have been cultivated through outreach to sites. At Flushing, teachers regularly reach out to friends and neighbors to find sites throughout the city, providing potential businesses with a form letter about the program. Managers are asked to fill out a short application indicating the number of interns desired and a description of their anticipated

roles and responsibilities.

2. Schoolwide awareness. If off-site experiences are viewed by staff as an add-on or extracurricular, then students will not value them either. Everyone on staff—not just those directly connected to internships—needs to understand that these experiences are as much a part of a student’s high school education as a class in ELA or Math. To accomplish this, FIHS recommends structured time at the beginning and end of the school year for the full staff, or full school, to hear about the work students are doing in internships.

3. Credit-bearing time in the school day. Another indication that, at FIHS, internships are part of learning and not an adjunct to it is that they occur during the school day. FIHS accomplishes this by making internships and seminar a total of three elective credits across the year and arranging for participating students to go to their internships at 12:30 p.m. several days a week.

4. Weekly internship seminar and weekly check-in. FIHS recommends that every student who participates in an internship attend a one-period Internship Seminar at least once a week, as well as a separate weekly check-in focused exclusively on logistical matters (such as timesheets and MetroCards for travel to sites). The activities in this guide are drawn from the FIHS Internship Seminar. FIHS further recommends that teachers who are responsible for teaching Internship Seminars should also be responsible for acting as liaison between students and internship sites, making at least two site visits per year.

students' self-reported psychosocial attributes as indicators of college readiness. The high school version of the assessment asks students to respond to questions regarding: academic discipline, commitment to school, optimism, family attitude toward education, family involvement, relationship with school personnel, school safety climate, managing feelings, orderly conduct, and thinking before acting. At FIHS, students scored highest in the categories of *Managing Feelings*, *Orderly Conduct*, and *Working with Others*, areas that appear to connect to the experiences they have in the internship program.

Examples of Effective Internship Sites

FIHS has found that some of the most effective sites are:

- Day care centers or after-school programs where students can assist in working with younger children.
- Law offices where there is significant opportunity for exposure to basic office tasks.
- Outdoor opportunities where students have the chance to move around.

Sample Internship Activities

FIHS's weekly internship seminar is designed to help students prepare for their internships (first semester) and then to deepen the learning that is happening at the internship sites (second semester). This structure helps students get the most possible out of the internship experience. Through scaffolded activities, teachers help students organize their thinking as internships progress, connect their professional experiences with their academic and personal lives, and practice and reflect on communication and collaboration skills so they can see the transferability between classroom and career. Students have multiple opportunities to explore how they fit into the world of work, and their potential after graduation. The activities presented below were drawn from second semester.

Week	Assignment	**Journal/Site Visit
Pre-Internship		Journal 1
Week 1		
Week 2	**Who's Who?	Journal 2
Week 3		Site Visits Begin
Week 4	Internship Vocabulary	
Week 5	Collecting Artifacts	
Week 6	Photo Essay	Journal 3
Week 7	**Transferable Skills	
Week 8	Résumé	Journal 4
Week 9	Résumé (Continued)	Journal 5
Week 10	**Mentor Interview	Second Site Visits Begin
Week 11		
Week 12	Exhibition Preparation	
Week 13	Exhibition Preparation (Continued)	
Post-Internship	Reflective Essay	Journal 6

**Explained in depth in the following pages.

Promoting Self-Reflection: Internship Journal

Three Steps to Successfully Secure an Internship Site

Ask everyone. Sites should not be limited to those near the school—part of what students are learning is the responsibility and ability to manage time when travel and high-stakes deadlines are involved.

Provide a short application. Requiring potential sites to complete the small hurdle of submitting a short application helps employees to feel more invested and engaged in the program.

Focus on the mentors. Finding someone at an internship site who demonstrates the attitude and interest in cultivating an educational experience for students is key.

FIHS's Internship Seminar Activities

Internship Journaling Assignment

This activity enables interns to organize their thinking around their internship experiences, reflecting on their work and personal development throughout the semester. Writing six entries throughout the semester, the process helps them develop written communication skills. Students identify transferable skills they've cultivated in the workplace, gaining confidence in their ability to succeed in college and career. Moreover, teachers review these journals to gain a deeper understanding of the work that each student is doing at internship.

Common Core Standards Addressed

- **CCSS.ELA-Literacy.W.11-12.10.** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Academic Behaviors Addressed

- **Communication/Collaboration:** Understand the role of, and effectively use, social skills in developing connections to career and educational pathways.
- **Self-Regulation:** Develop self-reflection skills.

Student Artifacts

- Students will produce a six-entry journal reflecting on their internship experiences.

Tips for Structuring the Activity

In-Class Pre Work

Whole class: Discuss journal assignment

□ At the beginning of the students' internship semester, teachers at FIHS present the internship journal assignment, which consists of six entries. They provide deadlines for each of the six journal entries along with guidelines of one to two completed paragraphs per entry.

Independent work: Journal #1

□ "What are you most looking forward to learning or experiencing at your internship site? Why?"

First Half of Internship

Independent work: Journal #2

□ "Describe your typical day at your site. What do you do there? What are your responsibilities?"

□ This provides students an opportunity to reflect on the professional tasks with which they have become proficient. When sharing this journal response with the internship seminar class, students gain familiarity with one another's internship sites and work responsibilities. Students find common ground regarding daily tasks, while learning about the numerous professional opportunities available. Internship advisors use this journal entry to ensure that students' tasks are challenging and educational.

First Site Visit

□ Internship advisors make their first site visits about two weeks after internships begin, with the goal of determining if everyone is getting along at the site and content with the intern's responsibilities.

□ Advisors take this opportunity to work with interns and site mentors to set goals for the remainder of the internship. These goals should be SMART (see Internship Goals callout box at right for more on this) and align with each intern's specific abilities and interests. Darlene, a student who worked at a restaurant, spent most of her time working in

Internship Goals

Internship goals should be SMART: Specific, Measurable, Attainable, Relevant, Time-bound.

Examples are:

- Spend each morning dropping off paperwork at the local bank.
- Spend two half-days each week working on the floor of a restaurant as opposed to in the kitchen.
- Greet customers on the phone each afternoon before handing it off to a co-worker.
- Greet customers at the door every morning.
- Show up on time to work every day.
- Remember to never wear a hat at internship.

Prompts to Promote Reflection and College Application Skills

FIHS uses the following essay prompts for students to reflect on their experience, aligned with the 2013-2014 Common Application used by many colleges:

- Describe a day at your internship that taught you the most about who you are, what you believe in, and the strengths and skills you possess. Share the story with details and the process or events that helped make these things clear to you.
- Recount an incident or time when you experienced failure at internship. How did it affect you, and what lessons did you learn?
- Reflect on a time when you advocated for yourself at internship. What prompted you to act? Would you make the same decision again?
- Describe a time at internship when you were perfectly content. What did you experience at this time or at this place? Why was it meaningful to you?
- Discuss an accomplishment or event at internship—either formal or informal—that marked your growth.

the kitchen. Since she was very comfortable in the kitchen, her advisor urged her to spend more time working with customers. Darlene set the goal of working on the floor for two half-days per week. Another student who struggled with English set the goal of answering the phone at the salon where he worked, greeting the caller, then passing the phone to a co-worker.

Independent work: Journal #3

□ “Now that you are halfway through with your internship, what do you hope to do differently in the second half of your internship?”

□ This encourages students to build persistence by continuing the goal-setting process for their remaining time at their internships.

Second Half of Internship

Independent work: Journal #4

□ “Describe a problem you have had at internship and how you dealt with it or plan to deal with it. Describe something that has gone well and has been enjoyable at internship.”

□ This helps students identify their own personal strengths, and recognize their ability to persist through task completion despite setbacks. Furthermore, it encourages them to recognize specific tasks that they enjoy, which may help them choose a career path later on. One of the most written-about problems in journals is boredom. FIHS advisors open a dialogue around these common issues during the seminar class. They encourage students to approach their mentors and say, “I’ve been doing the same things for a few weeks now and I think it’s time to do something else.”

Independent work: Journal #5

□ “Describe your mentor. What is he/she like? What have you learned from him/her?”

□ This provides students an opportunity to reflect on their

relationships with their mentors. Furthermore, it offers advisors a look into each mentor's involvement in the intern's experience.

Second Site Visit

□ The second site visit is an opportunity for advisors to bring up anything that stood out to them from the students' journal entries.

□ If a student is not comfortable discussing a problem directly with his or her boss, the advisor can facilitate this conversation during the second site visit. Rebecca Whitehill, an advisor at FIHS, has used this visit to tell a mentor that a student is nervous about college (as expressed in her journal), urging the mentor to talk with the student about where he himself went to school. She also uses this visit to bring up positive feedback, such as a student indicating in his journal that he was proud to run certain errands for his internship.

Post-Internship

Independent work: Journal #6

□ "Evaluate your performance at internship. Describe a time at internship when you showed: A) Initiative B) Creativity C) Responsibility D) A strong work ethic. What did you struggle with?"

□ This activity provides students with an opportunity to identify specific instances during their internship when they exhibited particular skills. This helps students identify their own abilities, gaining confidence in the workplace.

Independent work: Reflection Essay

□ Students write a two to three page reflective essay at the end of the year, reflecting on the entire internship experience.

□ Essay prompts aligned with Common Application essays give students a head start on their college admission applications. This activity helps students become more aware of their personal strengths and enables them to self-advocate.

NAME	SECTION	DATE
------	---------	------

Internship Journal

Directions: One of the components of your internship is journaling, an activity that lets you think about, evaluate, question, and reflect on all of your experiences. Read the prompt below and answer each part thoroughly, providing as many details as possible. Try to be specific in your descriptions, recounting events and stories, to make the writing vivid. Check over your work after writing an initial draft to add any additional information and ensure everything is clear and cohesive. Respond to the following questions with 1-2 complete paragraphs. They must be typed and double-spaced, with a 12-point font.

Journals 1,2 and 3 are due on January 30th

Journals 4,5 and 6 are due on February 16th

- What are you most looking forward to learning or experiencing at your internship site? Why?
- Describe your typical day at your site. What do you do there? What are your responsibilities?
- Now that you are halfway through your internship, what do you hope to do differently in the second half of your internship?
- Describe a problem you have had at the internship and how you dealt with it or plan to deal with it. Describe something that has gone well and has been enjoyable at internship.
- Describe your mentor. What is he/she like? What have you learned from him/her?
- Evaluate your performance at your internship. Describe a time at when you showed
 - A) Initiative B) Creativity C) Responsibility D) A strong work ethic. What did you struggle with?

Understanding Relationships in the Workplace: Who's Who? Activity

Who's Who? Activity



see video

This activity helps interns explore the chain of command in their workplaces, empowering them to solve problems as needed at work and seek out appropriate challenges rather than avoiding them. Interns study organizational charts for two fictional companies and respond to questions about the relationships depicted. By visualizing the relationships and responsibilities of the various people who work together, they gain a deeper understanding of whom to approach when they have an issue. Because students are encouraged to gather information about the organization by speaking with several different staff members, they also develop critical communication, research and synthesis skills. This activity should be assigned shortly after internships begin (the second week) to encourage students to talk with their mentors early and provide them with a format to do so.

Common Core Standards Addressed

- **CCSS.ELA-Literacy.W.9-10.7.** Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation

Academic and Personal Behaviors Addressed

- **Communication/Collaboration:** Understand the role of, and effectively use, social skills in developing connections to career and educational pathways.
- **Self-Regulation:** Demonstrate self-control while working with others.

Student Artifacts

- Students will complete an organizational chart for their internship site.

Steps for Structuring the Activity

In-Class Pre Work

- Introduce the notion of organizational hierarchy using your school as an example.
- Facilitate a class discussion asking students to think of examples of interactions that show how different staff are connected.
- Highlight how the hierarchy can be utilized when determining whom to approach in the event of a conflict at work.
- Distribute an organizational flow chart worksheet to each student.
- Ask students to study an organizational flow chart, playing close attention to each person's responsibilities and overall chain of command.

Independent work

- Encourage students to reach out to various people with whom they work to complete the activity, determining how everyone is connected.
- Ask students to turn gathered information into a flowchart depicting the order of command and the role of each person in the organization.

In-Class Follow-Up Work

- Have students present their flow charts to their classmates as the first introduction to one another's sites.
- Provide students opportunities to ask questions about their classmates' internship sites.
- Help students understand how different organizations can be—some students have three co-workers while others have dozens.
- Highlight that students may not be at the bottom of the hierarchy—their internships are unique professional roles that are difficult to secure.

NAME	SECTION	DATE
------	---------	------

Internship Seminar: Who's Who?

In every work situation there is a chain of command that shows the relationships and responsibilities of the various people who work together. Knowing the chain of command allows you to go to the right person for help when you have a problem at work.

Here is a chart showing the chain of command for the Engel Company. Study the chart, then answer the questions below



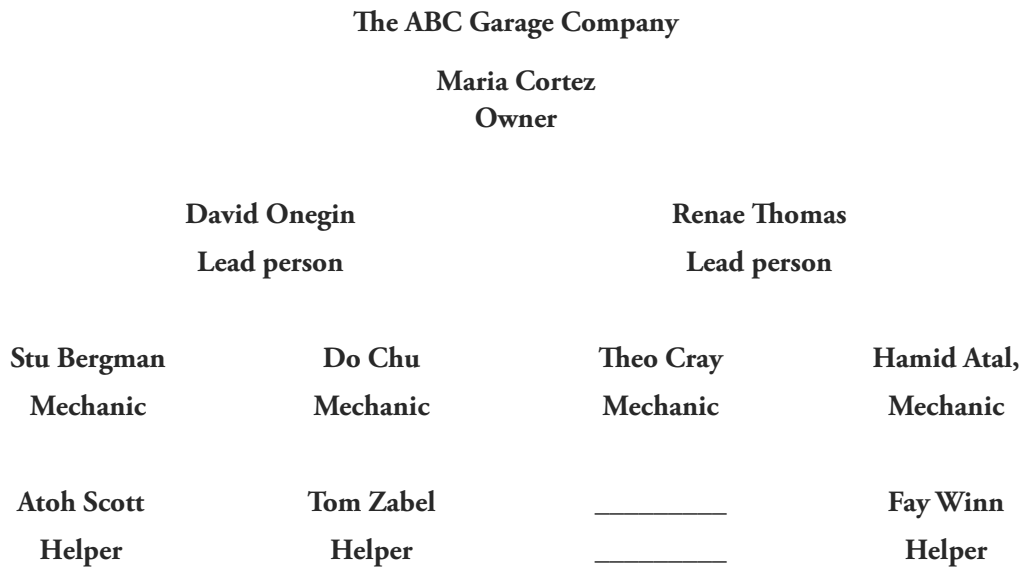
1. Who is the top executive of the Engel Company? _____
2. Who is the production manager? _____
3. Who is the personnel director? _____
4. Who is in charge of the quality-control workers? _____
5. Who is in charge of the warehouse workers? _____
6. Who would report directly to Mr. Thomas? _____
7. If Mr. Dowe has a question about his responsibilities, should he ask Mrs. Calabrese or Mr. Gold?

8. Ms. Poulos wants information about a new advertising campaign. With whom should she check?

9. If Melissa Keough, who works on the assembly line, has a complaint about her job, to whom should she talk? _____
10. Carl Gonzalez, a member of the sales staff, has an idea about how to improve sales. To whom should he offer his suggestion? _____

NAME	SECTION	DATE
------	---------	------

Flowcharts are also used by small businesses. Here's one for the ABC Garage Company. See if you can tell who gives the orders and to whom they are given.



Suppose you have been hired for the job in the blank place in the flow chart shown above. You can see that your immediate supervisor is Theo Cray, and above him is Renaë Thomas. Ms. Cortez is the final decision maker. The flow chart is important because it tells you where to go when there is a problem or conflict.

DIRECTIONS: Now it's your turn! Make a flowchart of your internship site. Show the order of command and the role/job duty of each person in your company. Use the flowcharts above as your model.

DUE DATE: Wednesday, _____ !

Identifying and Exploring Strengths: Transferable Skills Activity

Transferable Skills Activity

In this activity, students explore different types of transferable skills. Through a scaffolded activity, students learn what transferable skills are and create a list of the ones they possess. They then develop concrete examples of how they have demonstrated these skills at their internship sites. This provides an opportunity for students to reflect on their strengths, and how those strengths translate to skills required in the workplace. It also offers valuable material for students to add to their résumés and to utilize when writing college admissions essays.

Academic and Personal Behaviors Addressed

- **Communication/Collaboration:** Understand the role of, and effectively use, social skills in developing connections to career and educational pathways.
- **Self-Regulation:** Demonstrate self-control while working with others.

Student Artifacts

- Students will create a list of their transferable skills, along with illustrative examples.
- Students will revise their résumé and include a list of transferable skills.

Tips for Structuring the Activity

In-Class Pre-Work

- Define the term “transferable skills” for the class.
- Engage students in a whole-group discussion, asking them for examples of transferable skills.

In-Class Independent work

- Ask students to review their pre-internship résumés to identify technical and transferable skills, and complete the chart provided in *Step Two: Reviewing your Transferable Skills*.
- Have students write a brief description of how they have demonstrated each of these skills at their internships.
- Require students to update their résumés to include their internship responsibilities and transferable skills.

In-Class Paired work

- Create pairs so students can work with a partner to review their résumés, checking the spelling, grammar, and accuracy of listed work and skills.

NAME	SECTION	DATE
------	---------	------

Internship Seminar: Skills, Skills, Skills

For each job, you need certain skills to be successful and do the work required for that position. Skills can be acquired through a variety of settings. Over time, you gain technical skills that relate to a particular job or career. However, some skills that you possess make you an asset for many different types of jobs and positions. These are known as transferable skills since they can be taken from one job or situation to another and help make you a valuable person. Transferable skills are broader skills that you possess as a person and sometimes get forgotten as skills. They are NOT technical or very specific skills you might need for a specific class or activity.

Examples of transferable skills include:	Transferable skills are not:
Listens well	Proficient in Microsoft Office
Attentive	Skilled at Photoshop
Observant	Codes DNA
Another example:	Another example:

STEP ONE: Your Skills

DIRECTIONS: Take out your résumé that you made before Internship began. Then complete the questions below.

1. Does your résumé have a “Skills” section? Yes No
2. What did you write down in this section? List them below.
 - _____
 - _____
 - _____
3. Do you think these are Technical skills Transferable skills Both
4. Explain your answer to question #3 in the lines below. Be as specific as possible..

NAME	SECTION	DATE
------	---------	------

STEP TWO: Reviewing Your Transferable Skills

DIRECTIONS: Review the lists of transferable skills from Binghamton University. There are 5 different categories. Follow the procedure below. This will help as you consider career and college options and prepare for your future.

1. Underline all the skills you possess.
- 2 Then go back and circle the 10 underlined skills you enjoy.
3. Choose five of these skills and write them in the table where it says “Most Preferred Skills.” Then write a brief story as an example of how you have demonstrated each of these skills in a job, class, internship, or extracurricular activity. Give as many details as possible in order to make this clear to others.

Human Relations

(Attend to the social, physical or mental needs of people)

- being sensitive
- counseling
- advocating
- coaching
- providing care
- conveying feelings
- empathizing
- interpersonal skills
- active listening
- motivating

Design & Planning

(Imagine the future, develop a process for creating it)

- anticipating problems
- creating images
- designing programs
- displaying
- brainstorming new ideas
- improvising
- composing
- thinking visually
- anticipating consequences of action
- conceptualizing

Communication

(Exchange, transmission and expression of knowledge and ideas)

- speaking effectively
- writing concisely
- listening attentively
- expressing ideas
- facilitating discussion
- providing appropriate feedback
- negotiating
- perceiving nonverbal messages
- persuading
- describing feelings
- interviewing
- editing
- summarizing
- promoting
- working in a team
- making presentations
- thinking on one’s feet
- dealing with public

NAME	SECTION	DATE
<p>Organization, Management (Direct and guide a group in completing tasks and attaining goals)</p> <ul style="list-style-type: none"> • initiating new ideas • making decisions • leading • solving problems • meeting deadlines • supervising • motivating • coordinating tasks • assuming responsibility • setting priorities • teaching • interpreting policy • mediating • recruiting • resolving conflict • organizing • determining policy • giving directions 	<p>Research & Planning (Search for specific knowledge)</p> <ul style="list-style-type: none"> • setting goals • analyzing ideas • analyzing data • defining needs • investigating • reading for information • gathering information • formulating hypotheses • calculating and comparing • developing theory • observing • identifying resources • outlining • creating ideas • identifying resources • critical thinking • predicting and forecasting • solving problems 	

NAME	SECTION	DATE
------	---------	------

Your five most preferred skills	Tell the story of how you've demonstrated this skill with specific details
1.	
2.	
3.	
4.	
5.	

NAME	SECTION	DATE
------	---------	------

STEP THREE: Your Transferable Skills

DIRECTIONS: Now it's your turn to practice thinking and writing your transferable skills. This means you need to reflect on who you are and your strengths. Every person has a set of transferable skills that make him or her a unique and valuable as a person, student, and future employee. Think about how you work and what you enjoy doing to complete the steps below.

Complete the chart below using what you learned about transferable skills and thinking about what technical skills you have. If you get stuck, ask a friend or a teacher to help describe to you some of what they think you possess.

Your Technical Skills:	The story of when you demonstrated / used this skill at your internship
1.	
2.	
3.	
4.	
5.	

NAME	SECTION	DATE
Your Transferable Skills:	The story of when you demonstrated / used this skill at your internship	
1.		
2.		
3.		
4.		
5.		

Use the chart you just completed to help you update your résumé in the following ways:

1. If your résumé does not have a Skills section, add it.
2. Update, or add to, this section the **transferable skills** that you determined.
3. **Add your Internship site and responsibilities to your résumé.**
4. Spellcheck the document, making sure the grammar, capitalization, and formatting are correct.
5. Save your résumé on a flash drive and/or email yourself a copy.
6. Print out your updated résumé .

NAME	SECTION	DATE
------	---------	------

STEP FOUR: Adding Internship & Pair Share

DIRECTIONS: It is important to have a professional résumé that reflects who you are and your experiences. That is why it is necessary to edit your résumé. Work with a partner to look over and peer review your résumé so there are no spelling mistakes and it accurately reflects the work that you are doing and the skills you have. If something is not clear, work with your partner to improve the writing.

Deepening Professional Skills: Mentor/Co-Worker Interview Activity

Tips to give students about conducting interviews:

- Ask open-ended questions to avoid “Yes” or “No” answers.
- Utilize professional language and an office demeanor.

Ask interviewee follow-up questions if you don’t understand his or her answer. Some examples are: Why? Could you explain that? I don’t understand—could you give me some examples? What does that mean?

Mentor/Co-Worker Interview Activity



see video

In this activity, students interview a co-worker or mentor at their internship sites, crafting a narrative of this person’s college and career path. For high school students, communicating with an unfamiliar adult can be difficult. Students must constructively deal with this challenge rather than avoid it, learning how to conduct themselves appropriately in a professional scenario.

Communication and collaboration skills are scaffolded throughout the lesson as students work together in class before their interviews to develop questions. The lesson builds students’ ability to express and understand information and ideas as they spend twenty to thirty minutes in an interviewer role in a professional environment. Through their post-interview write-up, students identify the skills that their mentors or co-workers developed that enabled them to obtain their current jobs. This allows students an opportunity to draw connections to their own lives and skills, seeing how “people like them” have achieved professional success.

Common Core Standards Addressed

- **CCSS.ELA-Literacy.W.11-12.7.** Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating

understanding of the subject under investigation. |

Academic Behaviors Addressed

- **Communication/Collaboration:** Understand the role of, and effectively use, social skills in developing connections to career and educational pathways.

Student Artifacts

- Students will write a narrative about an interviewee from their internship site, tracing their background and career development path

Tips for Structuring the Activity

In-Class Pre-Work – Framing the Activity

- Frame the purpose of the activity by discussing why interviews are conducted.
- Help students reflect on the challenges of communicating in a new context.
- Highlight the difference between open-ended and closed-ended questions, citing the importance of allowing people to answer more than “Yes” or “No.”
- Write a few examples of each type of question on the board, and then elicit one or two examples from students. Examples of closed-ended questions may be: “Do you like your job?” or “Do you work hard?” Open-ended questions may be “Tell me about what you enjoy about your job.” or “What type of things inspire you to work hard at your job?”

In-Class Pre-Work – Brainstorming Interview Questions

- Divide students into small groups to discuss interview questions, so students can push each other to develop higher-level questions and get practice expressing and understanding ideas in a collaborative environment.
- Ask for volunteers to share questions and record them on the board.
- Discuss the listed questions and come to consensus on a common list of questions interns can use.
- Ask each student to write down his or her five to seven favorite questions relating to that student’s internship and interests.
- Allow students to add any additional questions to their respective lists, such as questions about their mentor/coworker’s professional life and/or path taken, education and training, or challenges and obstacles faced.

In-Class Pre-Work – Review the Assignment Requirements

- Distribute the handout and present the assignment to the students.
- Encourage students to choose someone at the internship site who interests them. This may be a mentor or another co-worker whose job looks interesting.
- Explain what a “narrative” is, so that students do not think they simply need to transcribe their interview notes.
- Ask students to reflect on why they believe the narrative is part of the assignment.

Independent work

Students must...

- Make an appointment to meet with their chosen interviewee for thirty minutes within the next two weeks and record the time and date of this appointment. This encourages them to develop their organizational skills by organizing their time, planning the interview beforehand, and recording the appointment.
- Conduct their interviews, gathering information on how to effectively use social skills to develop connections to career and educational pathways. They must also clearly express their questions, ask for statements to be repeated if they don't understand something, and process information and ideas quickly enough to form follow-up questions during the interview.
- Let the conversation take its course, beginning with set questions but asking follow-up questions as they see fit (even if this strays from the original list of questions).
- Use their interview responses to create a narrative about their chosen co-worker/mentor a few days following the interview.

In-Class Follow-Up Work

- Ask students to present their narratives in a roundtable format to their classmates.
- Ask students to identify parallels in internship experiences and discuss unique viewpoints.

Mentor/Co-worker Interview Activity Lesson Plan

Overview

How can questions open doors, expose interns to important subjects, and invite meaningful conversations? In this activity, students learn interview skills and techniques and then put this into practice by interviewing a mentor or coworker to learn about the journey taken to reach his/her current position. This activity will allow interns to better understand their mentor/co-workers as professionals and individuals that made unique choices and decisions to get to where they are today. Ultimately, interns will reflect on what they have learned from their mentor/coworker's experiences and how these relate to their own as they prepare for important choices about college and careers.

Warm-up

After a conversation about why we conduct interviews, explain to interns that open-ended questions are important because they allow for more than a "Yes" or "No" answer. Give some examples, elicit one or two more from students, and chart them on the board.

Closed-Ended Questions Examples:	Open-Ended Questions Examples:
Do you like your job?	Tell me about what you enjoy about your job.
Do you work hard?	What type of things inspire you to work hard at your job?

The interns should now begin working in small groups to generate meaningful interview questions. Ask for volunteers to share questions and record them on the board. After many questions are listed and discussed, generate and agree upon a common list of questions interns can use. Then, individually, each intern will develop a minimum of five to seven specific questions relating to their chosen internship and interests to use in their interview. Interviews will be most effective if interns formulate questions that reflect their own genuine curiosity about careers and their internship site. Questions should include information about their mentor/co-worker's education and/or training, challenges and obstacles faced, inquiry about his/her career path and the directions the journey has taken, and if/where their mentor/coworker may have previously had an internship. Questions should be reviewed by the Internship Advisor before the interview takes place.

Complete Activity Procedure

- Complete the warm-up above.
- Make clear to students that they can select anyone at their internship to interview, but they need to reflect on their own interests and bring their future goals. This activity will connect to some of the work that the students do in twelfth grade and there needs to be a personal connection to his/her own life to make this successful.
- Interns will receive the handout explaining the project (below). Read this aloud, going over the details in class and answering any questions that arise.
- Explain that the interviews will eventually be written as narratives and have them go over the reasons they believe this is a part of the assignment. Discuss how each person's choices and decisions create a unique path, and explain that in their narratives, the answers to these questions should help trace the individual's journey to where he/she is today. This will prepare students to write their own personal narrative at the end of their internship, which they can later use for college applications and cover letters for jobs.
- Explain that good interviews do not just happen; they are planned, structured and make good use of people's time. Explain that it is not ok to ask questions about age, marital status, residency or salary, and that this is an interview about the mentor/co-worker's

professional path.

- Review the importance and necessity of making an appointment in advance to meet with the chosen person. Successful interviews usually take twenty to thirty minutes and the mentor/co-worker needs to be free for this period of time to talk.
- Interns will think about and write down any additional questions they want to ask their mentors/coworkers.
- Interns will conduct their interview by asking their planned questions and writing down the responses, while being open to unplanned questions that may come up.
- Interns should include the name and title of the person he/she interviewed in a thoughtful way in the written narrative.
- After the interview is completed, interns will write up their notes as narratives and submit them by the due date. Advisors should review the work and ask for revisions of any narratives that are not satisfactory.
- Interview narratives will be presented to the class in a roundtable format.

Assessments

- Written narrative of the interview
- Presentation and roundtable conversation about the interview

NAME	SECTION	DATE
------	---------	------

Internship Seminar: Mentor/Co-worker Interview

One of the most powerful ways to learn is through conversations with others. Your internship offers the opportunity for you to explore many aspects of the world of work with the people at your workplace. You can gather information about career possibilities that interest you and learn about ways to succeed in your future. Talking with successful people is one of the best ways to prepare for your own future and start making a plan for success. At the same time, you will practice and improve your English language skills. This is very important no matter what you choose to do in life.

It is a good idea to ask questions of many individuals throughout your internship, but for this assignment, you should select one person. Choose someone whose interests or background are of particular interest to you. Think about what information will help you the most in terms of your own hopes and goals.

Directions: Follow the steps below to prepare for and complete your interview.

1. Brainstorm with your group possible questions to ask in the interview. Write these questions on chart paper. Write your favorite 5 questions from all of the groups below.

1. _____
2. _____
3. _____
4. _____
5. _____

2. When you go to your internship, make an appointment in advance to meet with this person for twenty minutes to half an hour. Write down the time and date of your interview below and ask your advisor to sign this paper.

My appointment is at _____ on _____
Time Date

Advisor signature: _____

NAME	SECTION	DATE
------	---------	------

3. Think about and write down additional questions you want to ask when you meet with the person. Remember, this is a great opportunity to ask questions about your mentor/co-worker’s professional life and/or path they took to get to where they are. Make sure your questions include information about their education and training, the challenges and obstacles they may have faced, whether or not their career path went as planned, if/where they have ever had an internship. Think about what you want to know and what advice this person can give you to make your future dreams come true.

On the Day of the Interview

4. Conduct your interview by asking your planned questions and writing down the answers you receive. Keep in mind that it is ok to ask more questions than you had planned. Let the conversation take its course. If the person tells you something interesting, feel free to ask follow-up questions about it. Ask follow-up questions as you see fit.

5. Write up the completed interview as a **narrative**.

Definition of **narrative: nar-ra-tive** / noun: a story that is told or written

Why do you think this should be written in narrative rather than “Question & Answer” format? Explain below.

NAME	SECTION	DATE
------	---------	------

Here is an example of how to begin your narrative:

Sample Interview Write-up:

Interview with Dr. Sikh, Lenox Hill Hospital

I interviewed Dr. Izzy Sikh. He works as a pediatrician in Lenox Hill Hospital. He has been working as a doctor for fifteen years and likes it very much. He especially likes working with children because he is happy when he helps sick children feel better. The only part of his job that he dislikes is when a child is seriously ill or hurt and he can't help.

Dr. Sikh always dreamed of becoming a doctor. He said that he studied very hard for many, many hours in college and in medical school. He also told me that the hard work was worth it because his job offers him both satisfaction and financial security...

*Be sure to include the name and title of the person you interviewed in your narrative.