

Workplace Learning Connection



INTERNSHIP HANDBOOK



Kirkwood
COMMUNITY COLLEGE

WORKPLACE LEARNING CONNECTION

Mission Statement

We believe in a vibrant community with a workforce ready for a changing world, and we support the next generation as they navigate and connect to our shared future.

We are connecting today's students to tomorrow's careers through high quality, age appropriate work-based learning opportunities.

We **Convene** local, regional and/or state leaders, practitioners, and customers across sectors to ensure youth success. We **Connect** and broker services to youth, public and private partners, including schools and training organizations, employers and workplace partners, social service and community organizations, and families and neighborhoods. We **Measure** effectiveness and ensure the quality and impact of youth-serving efforts. We **Sustain** effective practices through advocacy and progressive policies.

Internship Objectives

After completing an internship, student should be able to:

- Apply knowledge to real-world problems in a real-world experience setting.
- Develop sound decision-making skills through the professional experience.
- Describe and demonstrate appropriate professional conduct in a work environment.
- Determine a better understanding of their career interest.

Staff Contact Information

www.workplace-learning.org

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Advantages of Work-Based Learning

Work-based learning effectively prepares students to enter and make progress in the world of work. No instructional method can perfectly simulate the real world job environment.

Student Advantages:

- Increases motivation and improves student retention.
- Develops responsibility and maturity by strengthening resourcefulness, problem-solving skills, self-confidence, and self-discipline.
- Provides opportunities for occupational exploration prior to making long-term and costly investments in more training or education.
- Offers an organized plan of training on the job under actual business conditions.
- Develops interpersonal skills through professional interactions in job settings.
- Makes academic instruction relevant and applicable to the workplace.

Employer Advantages:

- Provides workers who bring new ideas, fresh approaches, and enthusiasm for work.
- Offers direct input into education and training needed for the students.
- Improves the image and prestige of the industry and/or business among student learners and community members.
- Provides an opportunity for the employer to make a difference in the future workforce.

Community/Workforce Development Advantages:

- Increases student awareness of the employment prospects in their community.
- Promotes a closer relationship between the community and school.

Selection Process

Participation in the Workplace Learning Connection program does not guarantee a student an internship with a company. Interns may or may not be selected based on the following.

- The student applies online. (School recommends, Parent/Guardian permission, Teacher and Outside Reference)
- Students are vetted through the interview process with a panel of business/school reps.
- Based on application, interview, student schedule, and career availability students are selected and then placed.

The Workplace Learning Connection programs provide equal opportunity to all persons regardless of sex, race, age, creed, color, national origin, religion, sexual orientation, marital status or disability.

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Position Description

Once a business agrees to host a student, the business will write a position description that covers the Essential Functions of the experience and the Minimum Requirements of the student. This will be available to the student and will be listed on our website.

Please refer to the training tool in Appendix A.

- Tips for Writing an Internship Position Description

Communication

Once students are selected and begin their internships, communication regarding the student will be with the internship coordinator via phone, e-mail and/or site visits during the session. Communication is important and the responsibility of all parties involved.

One focus of the program is helping students learn to self-advocate by communicating directly with the host and WLC internship coordinator. Any concerns or questions should be posed by the student to their host or internship coordinator. Parents who contact the student's host should be directed to the internship coordinator.

Internship Hours

- Hours are to be negotiated between intern and host.
- Hours should be completed within the session dates provided by the WLC coordinator.
- The number of hours required will be provided by WLC coordinator and must not exceed those hours.

Internship Experience/Training

Please refer to the three training tools for orientation and engaging with the student in the Appendix B, C, and D.

- Internship Orientation Business Checklist
- Working with Internship Students
- Ways to Engage Your Intern

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WLC Career Development Skills

Internship Agreement forms should be completed at first student/host meeting and will stay on file with the Internship Coordinator.

During the three career development meetings students go through the process of how to be successful to the workplace. See Appendix E for a complete list of learning topics.

Safety

Student Safety is everyone's priority!

Basic Steps in risk awareness:

- Parents should discuss workplace safety with their child
- School guidance or administration should discuss workplace safety with the student
- The host should provide an orientation at the worksite on safety
 - Student should understand job responsibilities
 - Student should identify potential risks
 - Student should inform host & WLC supervisor of any concern
 - Host should remember the Rule of 3 and maintain an Open-Door Policy

In the event of an incident:

- Student should document date, time, persons involved, and the situation
- Student should inform host or WLC supervisor immediately

Examples of Safety Risks:

- Harassment such as sexual or racial
- Identify protection such as social security number if hired
- Physical Hazards such as weather, asbestos, machinery, etc.
- Biological Hazards such as bio-hazardous waste
- Chemical Hazards such as in a laboratory setting

Additional Information:

- www.youthrules.gov
- <http://publications.iowa.gov/18470/1/iowateens.pdf>
(page 8 has a list of jobs too dangerous for under 18)

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Weather

In the case of inclement weather WLC follows the student's school district. Should a district be closed, it would be the student's/family's discretion to decide if the student will attend. Safety is our main priority. Students are expected to communicate with their host.

Host Evaluation

The host will conduct a final evaluation of the student's work and progress during their internship. The host will complete the on-line evaluation via a link provided by WLC coordinator. These evaluations will be shared with the student and their high school.

http://www.workplacelearningconnections.com/Survey/Default.aspx?Survey_ID=18&wpn=WLC

Liability & Fair Labor Standards

To access the complete Work-Based Learning Guide from the Iowa Department of Education, please go to: <https://www.educateiowa.gov/draft-iowa-work-based-learning-guide-2016>

What Employers Need to Know re: Federal Law

www.ccsso.org/documents/2016/pathwaystoprosperitynetworkwhatemployersneedtoknow.pdf

Insurance

Unpaid interns are covered under their home school district worker's compensation policy during their internship.

Paid interns are hired by the company fall under the employer's worker's compensation policy.

Business hosts – For more information re: property liability coverage, please consult with your company's insurance provider.

Iowa Legislature information: <https://www.legis.iowa.gov/legislation/BillBook?ga=86&ba=HF2392>

Thank you for your support!

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Appendix A

TIPS for Writing an Internship Position Description

The following guidelines are useful in preparing well-organized, clearly written position descriptions.

- **Start with the title.** The first thing on the description for an internship should be the title of the position. Try to be specific to ensure that you attract people with the appropriate skills and interests.
- **Introduce your company.** Under the title you should include a few sentences that give a picture of your company. Briefly outline your company's purpose.
- **Describe the role.** The description should cover the meaningful duties but not in excessive detail. The description must be easy to understand. Keep position description to one page. The internship coordinator will provide a sample.
 - **Outline the intern's responsibilities.** Detail what the intern will be doing. Write a list of tasks in bullet points. It is common to put the most important, or the thing the intern will spend most of their time doing, at the top. Use active language and be as clear and concise as possible.
 - **List minimum requirements.** Detail the minimum requirements of the position. Include: necessary skills, coursework and/or knowledge needed, and any environmental demands of the work site, such as exposure to heat, cold, dust and noise.
- **Standard disclaimer.** The following disclaimer will be added to the bottom of your description re: employer's rights ...

This description does not list all the duties. Intern may be asked to perform other duties by the staff or supervisor. Intern will be evaluated on performance of the projects listed as well as interaction with employees and clients. Work hours will be negotiated with each candidate.

- **Safety in the workplace.** Safety is everyone's responsibility. The following information will be added ... *Safety expectations, including harassment, will be reviewed with the host.*

Check out Iowa Workforce Development – A Guide for Employers ...
<http://publications.iowa.gov/18470/1/iowateens.pdf>

Questions? Contact the Internship Coordinator with any questions or concerns.

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Internship Orientation Business Checklist

- | | |
|--------------------------------------|--|
| Welcome and Introduction | <input type="checkbox"/> Company philosophy, goals and purpose |
| Tour of Workplace | <input type="checkbox"/> A tour of the workplace |
| | <input type="checkbox"/> An overview of the company |
| | <input type="checkbox"/> Introduction to co-workers |
| | <input type="checkbox"/> Restrooms |
| | <input type="checkbox"/> Lunch Room/Break Room |
| | <input type="checkbox"/> Where to store personal belongings |
| About the Company | <input type="checkbox"/> Review type of business, products, and services |
| | <input type="checkbox"/> Overview of who the customers are |
| Department/Position Specifics | <input type="checkbox"/> Discussion of work schedule |
| | <input type="checkbox"/> Review of dress and conduct code (appropriate use of personal cell phone) |
| | <input type="checkbox"/> Review of breaks and lunch policies |
| | <input type="checkbox"/> Location of time clock or sign-in |
| | <input type="checkbox"/> Attendance requirements, what to do when absent |
| Job Specifics | <input type="checkbox"/> How to use phone or office equipment |
| | <input type="checkbox"/> Supplies, paper, pens, etc. |
| | <input type="checkbox"/> Job description and performance evaluation process |

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Safety Training

- Safety plan/Security Procedures
- Special hazards
- Accident prevention
- Sexual Harassment

Materials

- Copy of personnel handbook if appropriate
- Telephone directory or internal messaging procedures

Supervisor should:

- Clearly define expected outcomes and timelines upon commencement of internship.
- Provide frequent, honest feedback to the intern. This is a learning experience.
- Present opportunities for students to develop skills necessary for success in your industry, providing any initial instruction or information as required for skill development.
- Communicate regularly with the student and WLC representative.
- Review “A Guide for Employers about Iowa Child Labor Law”.
<http://publications.iowa.gov/18470/1/iowateens.pdf>
- Complete business evaluation.

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Appendix C

Working with Internship Students

Foster Communication - Extend respect to students and expect students to reciprocate. Our students want to connect – they value honesty and appreciate adults who treat them with respect. Ask the student questions about him/herself to create rapport. Encourage the intern to ask questions about anything he or she does not understand. Be willing to answer what might seem to be obvious questions.

Put Yourself in the Intern's Shoes - Visualizing yourself at the age of the intern will provide you some insight into the student's experience. Students in this age group are at the development stage where they are trying to determine who they are and where they fit into the world. Share personal stories of your own educational and career journey – both struggles and successes. These stories will resonate with interns and enable them to see themselves achieving your level of success in the industry.

Balance Criticism and Praise - Offer criticism in a constructive way that allows the student the opportunity to improve. Keep in mind that as an Intern Supervisor, you are able to open many doors and expose the intern to many different opportunities. Our students want to learn – they may be teenagers, but they are poised to make their transition into adulthood and the professional world of work.

Be Clear in Your Instructions and Encourage Questions - Many students may be reluctant to ask questions. Be specific and direct with your instructions about a task, particularly regarding expected completion time and format. Your clarity will help your intern to have early successes on which he/she can build. Show examples of your work and engage students by using images and artifacts. Many students are visual learners and will understand you best when you show samples of what you are explaining.

Provide appropriate Tasks for an Intern - Do not expect your intern to know how to do everything right away; interns are neither temp workers nor regular paid adult employees. They are learning what it means to be part of a professional environment. Try to avoid giving the intern repetitive, boring assignments for prolonged periods of time in isolation or without the understanding of why the work is important to the organization. Use every opportunity to draw connections between their career interest, your specific work, and the industry as a whole.

Make Use of Available Support Systems - Two things we hear most from students are that they view the experience as a success when the environment is welcoming and when they believe they've learned how to better communicate with others. Remember that this may be a student's first professional environment, and they may need some coaching on workplace etiquette. Thank you for your efforts to make the students feel valued and in teaching them how to be successful! This program was designed with support for both the employer and the intern. If you are having difficulty with a behavior of the student or you observe performance problems, please contact the WLC Internship Coordinator. Parents are part of the student's support system but shouldn't reach out to the host. Please refer any parent communication to the WLC Internship Coordinator.

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Appendix D

Ways to Engage Your Intern

Preparation

- Develop and share the position description with the student
- Decide when and how training will be accomplished
- Decide who will conduct the training

Tell and Showing

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

Practice

- Allow intern to do the task
- Coach through any problem-solving opportunities
- Ask interns to describe what they are doing

Performance

- Allow interns to work on their own
- Designate someone to go to for help
- Check frequently for progress
- Ask questions
- Provide feedback on performance directly to the student and WLC Coordinator

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Appendix E

WLC Career Development Skills

Prior to the internship:

- Application process
- Interview skills and practice
- Goal Setting

During the internship

- Journal Writing (guidelines from the following)
 - Iowa Core Curriculum
 - Career Development Network
 - Instructional Materials Laboratory
 - Chad Foster-Teenagers: Preparing for the Real World
 - National Association of Colleges and Employers
- Professionalism & Worksite Expectations
- Work Ethic
- Working in a Team
- Effective vs. Ineffective Teams
- Creative Problem-Solving
- Listening Skills
- How to Use One's Strengths
- How to strengthen One's Weaknesses
- Modes of Communication
- Conflict Resolution
- Criticism as Stepping Stones vs. Road Blocks
- Employability & Transferable Skills
- Resume Writing
- Networking
- Common Denominators of Successful People
- Guiding Principles of Exceptional Character
- The Art of a Thank-You
- How to Succeed in College/Life