

THE EXECUTIVE INTERNSHIP PROGRAM EXPERIENCE A GUIDE FOR SPONSORS AND MENTORS

The Executive Internship Program, a countywide dual enrollment experiential education program since 1974, combines the best elements of academic classroom theory with professional work world experience. Qualifying academically talented and highly motivated high school seniors explore professional career fields that they think they would like to pursue in college. While onsite, students are considered "on school property and on school time".

Dr. Mary C. Black. Program Coordinator

Boca Ciega High School
Clearwater High School
Countryside High School
Dunedin High School
East Lake High School
Gibbs High School
Hollins High School
Lakewood High School
St. Petersburg Collegiate High Schools
St. Petersburg College Early College Program

Largo High School
Northeast High School
Osceola Fundamental High School
Palm Harbor University High School
Pinellas Park High School
Richard O. Jacobson Technical High School
St. Petersburg High School
Seminole High School
Tarpon Springs High School
St. Petersburg College Early Admissions Program

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THE EIP SPONSOR/MENTOR EXPERIENCE

As a sponsor-mentor for an Executive Internship Program student, you will be neither a volunteer coordinator nor an employer, but your role falls somewhere in between. You will open doors and windows for your intern to view the landscape of the future with fresh eyes, curiosity, and some trepidation. You will orient, train, facilitate, advise, listen, and guide the student through your knowledge, experience, and wisdom. Through your interactions, your role will result in opportunities to challenge, assist, and empower the student to visualize personal potential, recognize areas where growth is needed, and to guide the student in using critical thinking to analyze, propose, and pursue goals that will bring reciprocal rewards.

THE SPONSOR-MENTOR CONNECTION

The Sponsor is the organizational liaison contacted by the Executive Internship Program coordinator(s) to make a student placement. The sponsor may be the mentor, may arrange another mentor, or may establish a rotation of mentors in various divisions or fields of expertise and responsibility.

The Supervisor serves as the on-site coordinator to assign rotations, to facilitate scheduling and clearances as requested by the student and/or mentor, and one who may evaluate the intern or compile evaluations of short-term mentors.

The Mentor is the individual who works closely with the intern.

BENEFITS

- Positive partnerships develop between schools and community for mutual benefit.
- The sponsoring organization is able to show its commitment to education and the community.
- Organizations may identify future talent and may improve efficiency and productivity of all as, through student learning, students often serve as catalysts for objective examination of strengths and weaknesses and may provide fresh, innovative ideas and enthusiasm.
- Organizations receive 16 hours (summer term) or 10 to 15 hours (fall or spring semester) of unpaid work per week from highly capable, motivated, and enthusiastic students.
- Students gain experience and earn high school and college credit while assimilating knowledge and insight to make realistic higher education and career decisions.
- Cooperation results in increased understanding, respect, and appreciation.

PURPOSE:

- **To introduce** high school seniors to the professional environment by immersing them in a structured and monitored setting where they may:
 - grow intellectually and personally.
 - apply action learning and theoretical classroom knowledge.
 - gain experience and expertise in a professional environment.
 - further develop work content skills, functional skills, adaptive/self-management skills.
 - develop skills in human interaction and teamwork.
 - develop realistic secondary education and career choices, goals, and plans.
- **To establish** a route for interchange between education and the business and professional community.

THE MENTOR IS:

- familiar with the overall organizational structure, vision, and culture.
- open to new and fresh questions and ideas.
- willing to share information about work and personal career-related experiences.
- committed to the values of diversity and exhibits work-place behaviors consistent with those values.
- interested in networking with others.
- willing to share and explore career path ideas, which may include:
 - suggestions for activities or experiences.
 - guiding intern's orientation to co-workers.
 - providing expectations and policies related to dress, behavior, tasks or observations.
 - sharing information, insights, professional development resources and organizations, trends, education, training and future career opportunities.

THE SPONSOR, MENTOR or SUPERVISOR SHOULD:

- validate time sheets (sign) to be turned in at scheduled seminars.
- provide periodic time for the intern's guidance, planning, and two-way feedback.
- collaborate with the intern in identifying and proposing appropriate goals as required for the semester and validate those goals by signing proposal and completion.
- assist or facilitate intern in task analysis and timeline to accomplish goals.
- sign off on goals as they are accomplished.
- perform periodic and final evaluations of the intern and program.

INTERNS MUST:

- observe rules of confidentiality.
- be trustworthy.
- be familiar with program requirements, assignments, and schedules.
- communicate (send and receive).
- be flexible, attentive, organized, and dependable.
- demonstrate professionalism.
- be active learners, independent or self-directed as necessary.
- be seekers of knowledge, guidance, and experience, not just observers and consumers.
- give as well as receive.

THE COORDINATOR WILL:

- serve as the liaison for student, school, sponsoring organization, and parents.
- provide a programmatic information as needed and requested.
- plan and direct seminar activities related to program goals, assignments, and responsibilities.
- provide necessary goal-setting forms.
- Send/email evaluation requests and instructions at scheduled times.
- schedule periodic on-site visits.
- monitor student's activities and achievements, providing guidance.
- communicate and respond periodically and as needed.