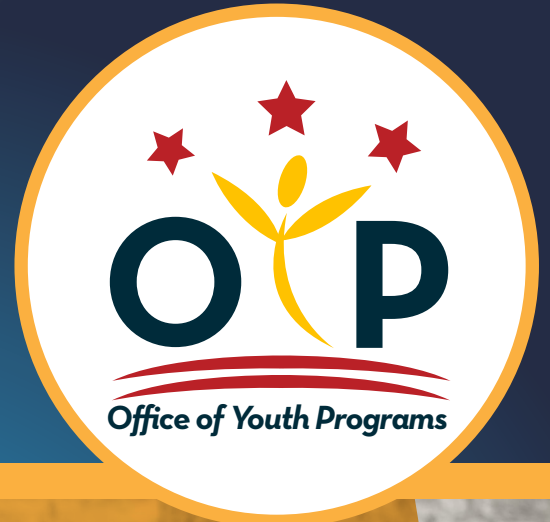


HSIP

HIGH SCHOOL
INTERNSHIP PROGRAM



2024 - 2025

SUPERVISOR HANDBOOK



DISTRICT OF COLUMBIA
DEPARTMENT OF
EMPLOYMENT SERVICES

WE ARE WASHINGTON
GOVERNMENT OF THE
DISTRICT OF COLUMBIA
MURIEL BOWSER, MAYOR

OFFICE OF YOUTH PROGRAMS

SCHOOL YEAR INTERNSHIP PROGRAM



Dear 2024-2025 High School Internship Program Supervisor:

Thank you for participating in the 2024-2025 High School Internship Program.

The Department of Employment Services is excited to collaborate and provide meaningful and constructive work experiences for students ages 14 to 21, grades 9-12. You are uniquely positioned to provide training and guidance to youth. Your partnership enables them to develop positive work habits and other critical skill sets necessary to secure sustainable future employment.



Ultimately, through your dedication and commitment, we identify possible career paths, are exposed to post-secondary education, financial literacy, and entrepreneur, employment, and grow to become our future leaders.

This employer manual includes all the critical information needed to be a successful host employer. We are excited to work with you and look forward to collectively ensuring our interns have valuable experiences.

Sincerely,

A handwritten signature in black ink, appearing to read 'U. Morris-Hughes'. The signature is stylized and written in a cursive-like font.

Dr. Unique Morris-Hughes
Director, DC Department of Employment Services



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SECTION I: PROGRAM POLICIES AND PROCEDURES

Program Dates

The High School Internship Program (HSIP) will start on Tuesday, October 1, 2024, and will end on Saturday, May 31, 2025.

This year's program will be administered by semesters, both fall and spring. During the application period, youth will now be able to select which semester best suits their needs. Applicants should consider extra-curricular activities, course loads and graduation requirements when selecting their preferred semester. Interns will not be able to participate in both semesters.

Below are the important dates for each semester:

Fall Term: October 1, 2024 - January 31, 2025

Spring Term: February 3, 2025 - May 31, 2025

HSIP Team

The HSIP team is here to assist you and consists of the following key staff members:

- **HSIP Liaison** serves as the primary contact for the employer/host coordinator.
- **HSIP Case Manager** monitors the environment of assigned internships, advocates for interns, and offers support to supervisors.

For daily communications, supervisors and payroll coordinators should contact their employer/host coordinator, who will work directly with the HSIP Liaison to resolve issues.

Responsibilities of Employer/Host Team

Each internship site will identify a team to ensure a positive experience for employers and youth. This team will consist of:

- **Employer/Host Coordinator** is the point of contact within the organization of a host employer.
- **Payroll Coordinators** are people identified to process payroll for each work site.
- **Internship Supervisors** are people who work directly with interns.



The First Day of HSIP 2024

The first day that interns report to work will set the tone for the school year. The following should be done on day one:

- Verify your intern is on the roster provided to you by DOES
- Ask for identification or a copy of the internship assignment letter sent to the intern
- Instruct the interns sign in and out on the time or roster sheet
- Conduct an orientation

Internship Orientation should include the following:

- Regulations, policies, and procedures of the internship as they apply to the participant
- At least two points of contact the intern can notify when late or absent
- Safety procedures and steps in case of accidents
- Appropriate attire for the workplace
- A clear explanation of the participant duties and responsibilities, including the criteria by which work performance will be evaluated
- Process for signing in and out daily and signing the timesheet at the end of each week
- Schedule of hours that the participant is required to work

WHAT TO DO IF INTERNS ARRIVE AT YOUR SITE AND ARE NOT ON YOUR ROSTER?

IF YOUTH ARRIVE AT YOUR SITE AND ARE NOT ON YOUR ROSTER, please have them contact our HSIP Support Center by calling 202-698-3492 or emailing youthjobs@dc.gov. Notify and follow up with your HSIP Liaison.

NOTE: Allowing a youth to continue working at your site that is not on your roster and not approved by DOES will result in your organization being responsible for paying the youth directly.

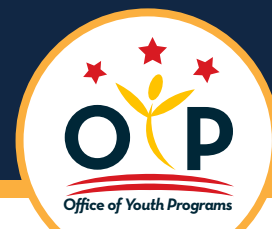
TIME, ATTENDANCE, AND PAYROLL

All HSIP participants will be compensated for time worked up to the maximum hours permitted. Interns are not permitted to makeup work hours and will not receive pay for observed holidays. Interns will see a reduction in hours for these weeks.

Ages	Pay Rate/Hour	Maximum Hours
14-21 years	\$10.00	8hrs (6hrs for the week where a holiday is shown below)

See holiday schedule below

OFFICE OF YOUTH PROGRAMS HIGH SCHOOL INTERNSHIP PROGRAM



Holiday	Date
Indigenous Peoples' Day	Monday, October 14, 2024
Veterans Day	Monday, November 11, 2024
Thanksgiving Day	Thursday, November 28, 2024
Christmas Day	Wednesday, December 25, 2024
New Year's Day	Wednesday, January 1, 2025
Dr. Martin Luther King, Jr.'s Birthday	Monday, January 20, 2025
President's Day	Monday, February 17, 2025
D.C. Emancipation Day	Wednesday, April 16, 2025
Memorial Day	Monday, May 26, 2025

OVERVIEW OF TIME AND ATTENDANCE PROCESS

Reporting of Participant Time

In-person participants will record their time daily on a paper timesheet or roster, which hosts can print from the HSIP website.

All supervisors and payroll coordinators will receive an email with a link to the online payroll Time Management System (TMS) and log-in instructions to enter the weekly time information for youth supervised.

PRE-POPULATED TIMESHEETS CAN BE FOUND IN YOUR HOST PORTAL UNDER THE ROSTER TAB. IF AN INTERN DOES NOT APPEAR ON YOUR PRE-POPULATED TIMESHEETS, THEN THEY ARE NOT ASSIGNED TO YOUR SITE. PLEASE CONTACT DOES IF YOU HAVE INTERNS WORKING WITH YOU THAT DO NOT APPEAR ON YOUR TIMESHEET.

- **Daily Time:** All interns must sign in and out daily; please ensure participants sign their timesheets each week.
- **Weekly Time:** Timesheets are due on Fridays before 2:30 pm and should be forwarded to your Liaison. Please forecast for Fridays to meet the stated deadline.
- **Time Reminders:** DOES will send timekeepers and primary points of contact an email every Friday listing youth whose time has not been entered. Log-in information, including passwords, will be emailed directly to all designated timekeepers. Payroll information will be available online at summerjobs.dc.gov.

PARTICIPANT TIMESHEET SUBMISSION

DOES requires all internship timekeepers to scan and email all participant timesheets. This will allow HSIP to better track hours worked and resolve payroll disputes.

The collection of timesheets is for auditing purposes only.

OFFICE OF YOUTH PROGRAMS HIGH SCHOOL INTERNSHIP PROGRAM



DOES WILL NOT ENTER TIME FOR PARTICIPANTS

*The Office of Youth Programs will **NOT** approve payroll resolutions without timesheets confirming the time owed. ALL timesheets must have the supervisor's and participant's signatures to be processed.

ALL timesheets must be scanned and emailed weekly. Timesheets should be sent to your Liaison via email: Youthjobs@dc.gov
Subject: WORKSITE NAME - Timesheets WEEK ENDING xx-xx-2024

DEBIT CARDS AND DIRECT DEPOSIT

Interns will be paid through their preferred payment method of direct deposit or US Bank Focus Visa Debit Card. The US Bank Focus Visa debit card will be mailed directly to the youth. If your intern has issues with their debit cards, have them call US Bank directly at 1-877-474-0010. They should not use system prompts but hold for a live operator. Interns will receive an earnings statement in their intern portal for each pay period.

2025 Pay Dates

Pay Period	Pay Date
Pay Period 1 (10/01/2024 -10/5/2024)	Friday, October 18, 2024
Pay Period 2 (10/06/2024 -10/19/2024)	Friday, November 1, 2024
Pay Period 3 (10/20/2023 -11/02/2024)	Friday, November 15, 2024
Pay Period 4 (11/03/2024 -11/16/2024)	Friday, November 29, 2024*
Pay Period 5 (11/17/2024 -11/30/2024)	Friday, December 13, 2024*
Pay Period 6 (12/01/2024 -12/14/2024)	Friday, December 27, 2024
Pay Period 7 (12/15/2024 -12/28/2024)	Friday, January 10, 2025*
Pay Period 8 (12/29/2024 -1/11/2025)	Friday, January 25, 2025*
Pay Period 9 (01/12/2025 - 01/25/2025)	Friday, February 7, 2025*
Pay Period 10 (01/26/2025 - 02/08/2025)	Friday, February 21, 2025
Pay Period 11 (02/09/2025 - 02/22/2025)	Friday, March 7, 2025
Pay Period 12 (02/23/2025 - 03/08/2025)	Friday, March 21, 2025
Pay Period 13 (03/09/2025 - 03/22/2025)	Friday, April 4, 2025
Pay Period 14 (03/23/2025 - 04/05/2025) F	Friday, April 18, 2025
Pay Period 15 (04/06/2025 - 04/19/2025)	Friday, May 2, 2025
Pay Period 16 (04/20/2025 - 05/03/2025)	Friday, May 16, 2025
Pay Period 17 (05/04/2025 - 05/17/2025)	Friday, May 30, 2025
Pay Period 18 (05/18/2025 - 05/31/2025)	Friday, June 13, 2025*

Pay Periods with an asterisk () includes a holiday. Interns are not permitted to work on holidays and cannot make up these days.



Payroll Problem Resolution

If a participant is paid incorrectly or does not receive payment on the proper day, the participant should report the issue to the supervisor. Supervisors will check to ensure the reported hours match what was paid to the youth. If a participant thinks they have been paid incorrectly, they should follow these steps:

Step 1: Double check to see if there really is an error.

Some things with the paycheck might lead youth to believe they have a payment problem, but their pay is accurate. Some common things that can cause confusion are:

- Forgetting about a holiday. Participants will not be paid for holidays. Refer to the above 2025 Pay Dates table. Youth are only paid up to six (6) hours for weeks that include a holiday.
- Forgetting about taxes. All participants will have taxes withheld even if they file EXEMPT.
- Forgetting about days they were absent or forgetting to sign in and out each day. Participants will only be paid for the hours they work.
- Forgetting pay for the most recent two weeks worked, please refer to the pay schedule to identify which weeks are included for each payday.

Step 2: If you discover a discrepancy in hours worked or time recorded, you should do the following:

1. Forward an updated timesheet to your liaison to process payment for the correct hours
2. In an email, enter a detailed description of why the hours were not entered and include the following:
 - Supervisor Name
 - Internship Site Name
 - Hours owed
 - Issue that prevented the time from being entered correctly

Step 3: If the participant does NOT appear on your roster, DO NOT enter a payroll resolution into the TMS system. Please complete the following steps:

1. Instruct the participant that they are not at the internship assigned to them by DOES.
2. Assist the participant with logging into their HSIP Intern portal to view their correct internship assignment.
3. Contact your assigned HSIP Liaison.
4. Provide your Liaison with the participant's name and the internship to which they have been reporting.

Supervisors must report payroll issues by calling their HSIP Program Liaison. The online pay resolution website (TMS) can be used to report instances where interns have not received timely pay or believe they were paid less than the total hours worked. Once the supervisor confirms a pay dispute, DOES will resolve the pay issue within 48 to 72 hours.



Program Policies and Procedures

When working with interns in a new environment, problems may arise. Below are some issues that may occur on the internship and general procedures that should be followed to address issues:

PARTICIPANT ABSENTEEISM

The participant is required to give advance notice of anticipated absences from work, regardless of the reason. If this cannot be done in person, the participant must call the supervisor immediately to report anticipated absences.

The supervisor must notify their employer/host coordinator about the participant's absenteeism when:

- The participant is absent more than three consecutive days without communicating with the supervisor.
- The supervisor determines that the participant has been absent too frequently or is establishing a pattern of absenteeism. An intern may be terminated for missing three consecutive workdays without notifying the supervisor.

Participants will not be paid for any absences. If you would like to schedule an intern for makeup hours, you must obtain approval from your employer/host coordinator before scheduling them.

TRANSFERS

All requests to transfer a participant from the assigned internship must first be communicated to your employer/host coordinator. Supervisors must complete a Transfer Request Form stating the reason for the transfer from the work site. Your HSIP Liaison is available to answer any questions/concerns. Do not dismiss interns or send them to another program or internship until the transfer process is complete.

HSIP staff will transfer participants when the following circumstances apply:

- Safety issue (intern must provide a police report when applicable)
- Health concerns (intern must provide a written doctor's statement supporting their transfer request)
- Internship site closure
- Location (too far from school or home)
- Other approved extenuating circumstances

TERMINATION PROCEDURE

Supervisors may request that a participant be terminated from the assigned internship; however, they must ensure that all incidents leading to termination are documented and submitted to HSIP staff.

If the site supervisor feels termination is appropriate, they must make an official request to the HSIP Liaison by completing a Termination Request Form. HSIP staff will then email an official termination notice to the participant.



In the event of a termination for violent or illegal behavior, the intern must be dismissed from the work site. The Office of Youth Programs conducts the official dismissal.

If a participant believes the termination was wrongful, the participant may contact the HSIP office at 202-698-3492 to schedule an appointment with a representative.

Participants may face termination from the internship for any of the following reasons:

- **Drugs** – Possession, sale, or use of illegal drugs or alcohol while on the internship – this could lead to legal action.
- **Excessive Absenteeism** – Failure to report to work on three consecutive workdays without prior approval.
- **Disruptive Behavior** – Fighting, physical or verbal assaults, cyber-assault, cyber-bullying, or any act that endangers the well-being of coworkers – this could lead to legal action.
- **Theft** – Stealing property from the site, employees, or other participants. Theft can lead to legal action.
- **Falsifying Documents** – Falsifying time records or those of other intern employees; signing another participant's time record; attempting to use another participant's debit card or personal identification number (PIN).
- **Insubordination** – Refusal to adhere to the program or the internship rules and regulations.
- **Harassment** – Verbal, sexual, or physical. Harassment can lead to legal action.

REPORTING ACCIDENTS

If an accident occurs on or near the site, you must follow the procedures listed below:

1. Call 911 for medical emergencies.
2. Notify the participant's parent or guardian.
3. Call the HSIP Support Center at 202-698-3492 (report the call as an emergency so that your call can be expedited).
4. Complete an incident report and forward a copy to the HSIP Program Liaison.

DO NOT SEND AN INJURED PARTICIPANT HOME WITHOUT MEDICAL ATTENTION.

GRIEVANCE PROCEDURE POLICY

HSIP participants are protected from any discrimination on the internship, including sexual harassment, gender identity, and expression discrimination, other forms of harassment, and a hostile work environment.

HSIP provides a process by which the complaints or grievances of participants will be impartially aired and addressed. HSIP participants are protected by the D.C. Human Rights Act of 1977.

Participants who believe that they have been exposed to discrimination or that they have been unfairly treated should be advised to follow the procedures outlined below:



1. Discuss the issue with the supervisor or employer/host coordinator.
2. The participant should prepare a written statement that describes the alleged incident.
3. If the issue is not resolved or if the issue involves the supervisor, contact the HSIP Support Center at 202-698-3492.
4. The HSIP Program Liaison and HSIP monitor will work to resolve the grievance.

INCLEMENT WEATHER POLICY

The Supervisor must monitor weather reports from qualified sources (e.g., newspapers, radio stations, and television news or weather service). When outdoor temperatures are 95 degrees Fahrenheit or higher, the Supervisor must make special allowances for HSIP participants working outdoors. Interns working outdoors must be allotted ten minutes per work hour for a rest period in a shaded area with an adequate supply of water. The participant will be compensated for the time, and it should not be reflected on the timesheet.

If the District is experiencing a Code Red day, as determined by the appropriate authorities, outdoor work and activities must be canceled. If interns are dismissed for the day due to inclement weather, compensation will only be given to those who checked in at their internship. Interns may be dismissed from the internship for the day with compensation but are still required to check in at their internship to be compensated for the day. If interns do not report to work on a Code Red day and activities are subsequently canceled, they will not be compensated for the day.

CHILD LABOR LAWS

All internship sites must comply with applicable US Department of Labor (DOL) Child Labor Laws. For more information regarding Child Labor Laws, please visit youthrules.dol.gov/index.htm.



LEARNING OBJECTIVES

SECTION II: STRUCTURING A QUALITY HIGH SCHOOL INTERNSHIP PROGRAM

Overview

This curriculum guide provides guidance to staff as they begin to develop or revise their HSIP structure and activities. We aim to ensure that all HSIP worksites serving our interns have strong content and the ability to produce interns that are work ready. The quality of HSIP depends heavily on the ability and professional training of the HSIP worksite staff to:

1. Relate effectively to young people and understand their needs
2. Develop and execute interesting activities for youth
3. Help young people resolve behavioral problems conflict
4. Interact effectively with Interns and parents
5. Effectively communicate the mission, goals, and policies of HSIP

This guide is based on the seven learning objectives the Office of Youth Programs strives to see every HSIP participant:

- Explore post-secondary education
- Earn money and gain meaningful work-based learning opportunities
- Gain exposure to exciting career industries and create vital career connections
- Learn how to set themselves apart
- Gain financial literacy skills with the ability to understand and make use of a variety of financial skills, including personal finance management, budgeting, and investing
- Goal setting skills
- Learn and develop stackable skills, attitude, and commitment needed to succeed in today's workforce

All students will be challenged to reach their maximum potential using this guide. This guide is flexible enough to encompass individual differences and individual goals. You can reinforce these goals with participants using approved lesson plans and continuous support from the Office of Youth Programs.



LEARNING OBJECTIVE 1: PREPARATION

WHY IS PREPARATION IMPORTANT?

When talking to interns about preparation, ask them: “How do you prepare for your day, life, purpose, or success? Do you prepare or do you ‘go with the flow’?” We must teach interns and reinforce the importance of planning for them to achieve their wants, hopes, desires, and dreams.

Let’s look at examples of preparation:

- **Preparation:** The action or process of making ready.
Example: She starts her day with a daily routine that is structured and disciplined.
- **Formulation:** A substance prepared according to a formula.
Example: The internet marketer created a system to help give his business leverage.
- **Planning:** The cognitive process of thinking about what you will do in the event of something happening or a planned event.
Example: Financial planning helped them feel hopeful and at peace rather than hopeless.
- **Readiness:** The state of having been made ready or prepared for use or action.
Example: Now that the business foundation and training are complete, we can start marketing.
- **Training:** An activity leading to skilled behavior.
Example: He will receive training to become a technician.

If we look at the first words in each example of preparation, we notice a consistent theme: “**activity**,” “**formulation**,” “**planning**,” “**readiness**,” and “**training**” are all **ACTION WORDS**.

It is important to stress to interns that before they take action to get the desired results, a pre-action must occur. This pre-action is preparation.

Shower the night before, have their clothes ironed, and bag set by the door in preparation for the next day. These are basic elements of success that are commonly overlooked. To reach their full potential, youth must understand the importance of making preparation a habit.

For example, ask them if they ever woke up, showered, skipped breakfast, and rushed to work. They may have felt tired and hungry, which showed in their work performance.

Preparation is critical to success. It helps one achieve the desired results, faster.



LEARNING OBJECTIVE 2: PRESENTATION

WHY IS PERSONAL PRESENTATION IMPORTANT?

Making a good first impression is important for building relationships. A positive first impression is crucial for creating profitable, sustainable, and long-term working relationships. It is important to inform interns of the proper ways to present themselves in the workplace and reinforce these lessons by showing them the proper steps to becoming successful.

It takes a quick glance, maybe three seconds, for someone to evaluate them when meeting for the first time. In this short time, the other person forms an opinion based on appearance, body language, demeanor, mannerisms, and manner of dress.

With every new encounter, we evaluate the individual, and other impressions are formed. These first impressions can be nearly impossible to reverse or undo, making those first encounters extremely important. The first impression sets the tone for all subsequent interactions.

So, whether they are in your career or personal life, it is important to know how to make a good first impression. These lessons will help you teach interns the importance of having a good personal presentation.



LEARNING OBJECTIVE 3: EFFECTIVE COMMUNICATION

WHY IS EFFECTIVE COMMUNICATION IMPORTANT?

There are many reasons why effective communication is important, but they all point to one primary reason: communicating effectively allows people to lead more satisfying lives. Communicating with youth is not always the easiest task as the minds of adults and youth are often worlds apart, which is why communication skills development is key.

WHY IS DEVELOPING COMMUNICATION SKILLS IN YOUTH IMPORTANT?

Developing communication skills allows youth to understand and express their feelings and clearly explain their needs. Improving communication skills allows youth to understand themselves and their relationships. For youth, the social aspect of communication is more important than the message being communicated. Some specific examples of communication include:

- Problem-solving
- Conflict resolution and negotiation
- Socializing
- Exchange of information

Effective communication helps to avoid misunderstandings at work.

If youth can avoid misunderstandings, they will know what others are asking or telling them.

Youth often have difficulty expressing themselves and putting things into words. If they can understand what others are saying, they will not come to the wrong conclusions or take the wrong actions. Hear them out! Many times, what may seem like “attitude” is confusion. Communicating clearly the first time will lead to fewer unnecessary mistakes.

Effective communication helps youth to express themselves.

When youth express their needs, desires, and opinions, their chances of getting what they want grow. Since youth are sometimes unclear about what they need and their opinions often change, it is important to teach them the benefits of expressing themselves clearly.



LEARNING OBJECTIVE 4: SETTING YOURSELF APART

WHY IS SETTING YOURSELF APART IMPORTANT?

What does “*setting yourself apart*” mean? It is the process of developing a “mark” that is created around where you see yourself. Youth often view setting themselves apart as having flashy clothes or funky hairstyles. While this does set them apart, it can be for all the wrong reasons. We want youth to learn that setting yourself apart can be used to express and communicate their skills, personality, and values to gain an advantage in the competitive and limited workforce.

Setting yourself apart is a way to market yourself to the world. Your personal brand is what other people think of you. In some ways, it may seem outside of your control, but you ultimately have control over it.

It is important to teach youth that as others interact with them, they’ll automatically form assumptions that connect with certain labels, often within the first few seconds. You cannot avoid being labeled. It happens automatically because our brains are wired to recognize patterns and form associations. The labels people attach to you become part of their first impression of you.

When thinking of ways to help youth reflect on what they feel makes them unique, ask the following questions:

1. What are the three things that make you memorable?
2. On what do people always compliment you?
3. What are you passionate about that you never tire discussing?
4. What have been some of your unique experiences?

Once they have found what makes them unique, work on having them incorporate it into their work. This includes their writing, the way they describe themselves, the way they communicate with others, and, ultimately, through the work they produce.

Setting yourself apart starts with setting goals, writing down a mission, vision, and personal statement, as well as creating a plan on how you plan to make these things happen.

YOUR OUTWARD EXPRESSION = HOW PEOPLE PERCEIVE YOU



LEARNING OBJECTIVE 5: INTERVIEWING

WHY KNOWING HOW TO INTERVIEW WELL IS IMPORTANT?

Youth have made it through the first step with a completed application. The next step is the interview. Whether it is their first interview or if they have been through the interview process ten times or more, the importance of a good interview remains the same.

The interview is one of the most important aspects of the job search process. It gives both the job seeker and the employer an opportunity to exchange information to determine whether the individual being interviewed is a good match for the position and for the company.

It is not safe to assume that everyone knows how to interview, even if they've done it before. Many youths become nervous during an interview and may appear to be withdrawn, which may translate into lacking self-confidence or lacking interest and enthusiasm for the position.

Since a job interview is a systematic, purposeful conversation, the main goal for the job seeker is to show the employer that they have the skills, background, and ability to do the job and that they can successfully fit into the company and its culture. It is also an opportunity to gather information about the job, the company, and future career opportunities to determine whether the job and the company are a good fit for them.

Knowing how to interview does not always come naturally, especially for a young adult who has never had a job or been required to interview. New job hunters are generally unaware of what interviewers are looking for and unsure how to answer interview questions. Some job seekers do not know how to dress for an interview. Unfortunately, many others do not realize they need interview help until several interviews have passed and there are no offers.

From exploring different interview formats to providing valuable strategies and tips, you can teach youth the best ways to prepare for interviews.



LEARNING OBJECTIVE 6: GOAL SETTING

WHY IS SETTING GOALS IMPORTANT?

To succeed in any area of life, be it professionally or personally, one must start with a goal. The ability to set and achieve goals that give direction is the first step to success. We see this every day. We work with youth who know where they want to go in life or what they aspire to be but have no clear plan or path to follow.

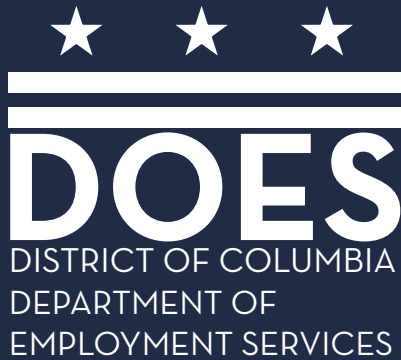
Setting goals is important because it gives youth and their efforts more focus. What do you want to do? Why do you want to do it? What will it mean to you? How will it make you feel? How will you get there? What steps do you need to take to achieve your goal?

Setting goals guides the direction of one's life and allows the things that are happening (or going to happen) around us to be self-directed. Setting goals has a way of helping a person stay focused, and often makes it easier to sustain the motivation required to achieve success.

Youth are often unsure of the direction to go, and some may be lost in life. By showing interns how to set goals, their priorities and personal desires are defined. The goal-setting process will require them to consider their lives and what is most important. It can provide meaning when life seems fruitless; it fuels dreams and ideas. When setting goals, one must consider other people and how they might be affected, how the goal will be achieved, and what resources are available to make it happen.

By teaching interns how to set goals, they will become more confident. Working toward goals will raise their self-esteem and self-respect. As they begin to move toward accomplishing their set goals, we may see them develop personal pride and a sense of accomplishment.

HAVE A GREAT SCHOOL YEAR!



Office of Youth Programs

High School Internship Program

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