

# MENTORING TUTORIAL





# INTERNSHIP SUPERVISOR GUIDEBOOK



## OVERVIEW

Planning, managing and participating in mentoring programs may seem deceptively simple. They certainly don't involve rocket science, but they do require far more than common knowledge along with considerable time and effort.

The good news is that we're here to help make it as easy as possible for you to create and manage a mentoring program to provide the most rewarding experience for all participants. You'll find this mentoring tutorial and action guide draws upon many of the best practices illustrated in our Blueprint internship management model.

Much like our *Blueprint for Internship Success Training* DVD and Internship eToolkit™, we've designed Internship Supervisor Guidebook primarily for supervisors and program managers with some supplemental content of specific benefit to protégés.

The purpose of this mentoring tutorial is to go beyond conventional "how to" reference material to provide more functional "what to do" recommendations. You'll find that we reinforce many core principles that are critical to mentoring success in various ways throughout this resource.

However, be mindful that this Guide has certain limitations in how it can support the unique culture and needs of your organization. We encourage you to supplement and customize this material accordingly, such as by making it more industry-specific, adding case studies, enlisting technical experts, and relying on resources from your industry associations and related sources.



**Provide the most rewarding experience for all participants**

**We reinforce many core principles that are critical to mentoring success**

**We encourage you to supplement and customize this material**



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## DEFINITION

Mentorship refers to a developmental relationship between a more experienced mentor (A wise and trusted counselor or teacher) and a less experienced partner referred to as a protégé—a person guided and protected by a more prominent person.

Source: Wikipedia

In most instances, the mentor is not the protégé’s supervisor and therefore does not have the responsibility to evaluate the protégé’s work performance. Unlike a supervisory relationship, that between mentor and protégé is confidential and requires significant trust to be effective. Ideally, the mentoring relationship will endure beyond the internship term for years to come, yet with a less formal structure.

## MENTORING BENEFITS

For Mentors	For Protégés
<ul style="list-style-type: none"> <li>• Personal and professional fulfillment and satisfaction of helping others</li> </ul>	<ul style="list-style-type: none"> <li>• Enjoy significant growth and positive outcomes</li> </ul>
<ul style="list-style-type: none"> <li>• “Pay it forward” for the mentoring support you received from others in the past</li> </ul>	<ul style="list-style-type: none"> <li>• Increased confidence</li> </ul>
<ul style="list-style-type: none"> <li>• Make a difference to the profession and your organization</li> </ul>	<ul style="list-style-type: none"> <li>• Improve communication and interpersonal skills</li> </ul>
<ul style="list-style-type: none"> <li>• Learn from your mentees. They likely possess knowledge and skills you may not</li> </ul>	<ul style="list-style-type: none"> <li>• Identify and advance specific career goals</li> </ul>
<ul style="list-style-type: none"> <li>• Enhance your people-development and supervisory skills</li> </ul>	<ul style="list-style-type: none"> <li>• Gain a greater awareness and understanding of the inner-workings of organizational culture</li> </ul>
<ul style="list-style-type: none"> <li>• Help develop creative and independent thinking</li> </ul>	<ul style="list-style-type: none"> <li>• Accelerate movement toward “professional” status</li> </ul>
<ul style="list-style-type: none"> <li>• The positive energy a protégé brings is often contagious and can instill a worth boost of morale.</li> </ul>	<ul style="list-style-type: none"> <li>• Appreciation for and effective use of networking, including making professional contacts that may lead to employment.</li> </ul>
<ul style="list-style-type: none"> <li>• Develop new friendships</li> </ul>	<ul style="list-style-type: none"> <li>• Develop new friendships</li> </ul>

Pay it forward

The positive energy a protégé brings is often contagious

Develop new friendships



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## GETTING STARTED

As reinforced throughout our Blueprint management model, the most critical factor to success is your organizational commitment. Top management must champion the program, encourage buy-in from others, and lead by example through their own participation.

Whether the organization is small or large, for profit or nonprofit, there are key characteristics that create a favorable organizational environment for mentoring as well as others that can become recipes for failure.

## MENTORING RECIPES

For Success	For Failure
<ul style="list-style-type: none"> <li>The organizational climate is healthy ("business is good")</li> </ul>	<ul style="list-style-type: none"> <li>Potential lack of support from the senior management</li> </ul>
<ul style="list-style-type: none"> <li>Skills development training is emphasized in the organization</li> </ul>	<ul style="list-style-type: none"> <li>Lack of trust and confidentiality between the mentor and protégé</li> </ul>
<ul style="list-style-type: none"> <li>All participants have a shared understanding of the program's purpose and objectives</li> </ul>	<ul style="list-style-type: none"> <li>Program is disorganized and participants are without goals and structure</li> </ul>
<ul style="list-style-type: none"> <li>Feasibility of time demands and physical proximity foster a positive experience (see <i>virtual mentoring suggestions on page M9</i>)</li> </ul>	<ul style="list-style-type: none"> <li>Mentors favor and push their own goals instead of those of mentees</li> </ul>
<ul style="list-style-type: none"> <li>Enhance your people-development and supervisory skills</li> </ul>	<ul style="list-style-type: none"> <li>Gain a greater awareness and understanding of the inner-workings of organizational culture</li> </ul>
<ul style="list-style-type: none"> <li>Selection and matching of mentors takes into account that "we first do no harm"</li> </ul>	<ul style="list-style-type: none"> <li>Unsuccessful mentoring match (personality conflicts)</li> </ul>
<ul style="list-style-type: none"> <li>Diversity contributes positively, such as to the level of intimacy and closeness between mentor and protégé</li> </ul>	<ul style="list-style-type: none"> <li>Taking unfair advantage of mentees, including with unethical or even illegal behavior</li> </ul>

A word of caution: there can be many challenges in developing a successful mentoring program. Poor mentoring can be worse than no mentoring. If you can not circumvent the roadblocks to do it right, it may be best not to it at all.

On an individual basis, it's important to acknowledge some good reasons to say no: such as having a schedule that is simply too burdensome to commit necessary time; your personal energy is taxed leaving you feeling tired or burned out; or that mentoring is something you feel you should do, but - in truth - you lack the genuine desire to provide.

Top management must champion the program

Accommodate conflicting work schedules

Poor mentoring can be worse than no mentoring



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## QUALIFYING, ENLISTING & PAIRING MENTORS

Many of the most accomplished professionals attribute much of their success to the lifelong learning, guidance and support they continue to receive from their own a circle of mentors.

Not everyone possesses the natural ability or necessary skills to be a strong mentor. However, mentoring is in fact - teachable. Among those with a genuine desire and ability to participate, nearly everyone can learn to provide and receive effective mentoring. It may be a good idea to pair interns with both an experienced mentor and a peer mentor, such as a recent college graduate who, ideally, is a former intern who is fresh off their similar experience.

### The Ideal Mentor

- Is committed to developing staff and willing to assume responsibility for someone else's growth and advancement by developing goals, coaching and giving constructive feedback
- Is willing to assume and visibly demonstrate leadership
- Has achieved marked success, status and prestige in the organization
- Has organizational knowledge of the company's vision, mission, goals, culture, policies and programs
- Has gained technical competence and knowledge about the profession
- Builds trust by making meetings a top priority by never canceling, being late, or taking phone calls (unless absolutely unavoidable)
- Brings forth strong interpersonal skills; people-oriented behavior
- Possesses exemplary supervisory skills
- Balances positive reinforcement and sincere encouragement with constructive feedback and tactful guidance
- Is patient, emotionally mature and willing to take risks
- Is an effective listener; recalls what mentees say
- Is willing to share personal experiences relevant to the goals of the protégé
- Has an extensive network of resources inside and outside the organization
- Finds ways to let mentees know how they also benefit from the relationship
- Lends added perspective about whether to hire mentees upon graduation

### Mentor Character

Ingredients for success go beyond skills, knowledge, attitudes, and even emotions to rely on certain character attributes. One's character is a complex mix of internal traits or qualities that are ultimately exhibited through actions. Character itself is characterized by words such as: essential quality, nature, moral constitution, and earned reputation. The most notable character attributes or traits are honesty and integrity. Other relevant qualities involve: kindness, perseverance, gratitude, trustworthiness, fairness, generosity, and dependability. The best mentors not only value noble character but are willing to admit that their own is still a work in process. As such, they can inspire and be role models for their mentees.

Not everyone possesses the natural ability

Everyone can learn to provide and receive effective mentoring

Make meetings a top priority by never canceling



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## **Mentor Management Skills**

The basic competencies listed below encompass listening, giving feedback, planning and coaching as some of the essential management skills for mentoring relationships. These skills are critical for mentors in order to provide quality mentoring.

- **Planning performance:** Assist protégé in setting objectives, creating action plans, scheduling time and determining resource requirements.
- **Modeling:** Demonstrates desirable behavior and task performance.
- **Giving coaching and feedback:** Provide feedback that reinforces quality performance or coaching to improve performance.
- **Appraising performance:** Observe and evaluate performance and provide feedback.

## **ORIENTATION / GOAL-SETTING**

Beyond planning, selection and pairing processes for mentors and protégés, a sound program incorporates a well-structure orientation. This may be integrated into the core orientation for the overall internship or scheduled separately.

Naturally, fostering mutually warm introductions and first impressions go a long way to cultivating success. Beyond that, the orientation agenda should include three primary components: clarifying program structure, defining communication preferences, and setting expectations/goals.

### **Program Structure**

- Review mentoring curriculum, discuss activity recommendations and adapt/agree
- Discuss other resources, activities to consider
- Set meeting dates and agree on time commitments
- Evaluate ways to track and measure success
- Integrate formal training and related materials
- Reporting requirements

### **Communication**

- Logistics (where, when, and for how long you'll meet)
- Contact information for each other
- Preferred communication (in-person, phone, email, IM, text)
- Appropriateness and desired frequency
- How you'll give each other feedback
- Confidentiality, trust and personal disclosure

### **Expectation**

- Adapt Commitment Pledge (per Internship eToolkit)
- Review Skills-Intake Questionnaire (per Internship eToolkit)
- Identify core competencies on which mentees will focus
- Establish tentative goals and objectives

**A sound program  
incorporates a  
well-structure  
orientation**

**Foster mutually  
warm introductions**

**Evaluate ways  
to track and  
measure success**



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You may have heard the reference to “SMART” goals a hundred times by now - ad nauseam. So just think of the friendly reminder below as “Goal-Setting 101” -

- Make goals: **Specific Measurable Attainable Realistic Tangible**

As illustrated in the mentoring timeline, we recommend that mentees (with mentors’ help) set tentative goals within the first two weeks. It’s important for mutual understanding to be clear about who will direct and manage the relationship on an ongoing basis. Among the most common reasons for mentorship failure is when a lack of structure, communication and expectation leave the mentor feeling disappointed that the mentee didn’t manage the process and the mentee perceiving the same circumstances as a breakdown and lack of commitment by the mentor. Clarifying such “assigned accountability” is ever-critical.

The new trend is for mentees (not mentors) to direct and manage the relationships. Some mentees are very comfortable with this arrangement and, in fact, push a little too hard. Help them learn sensitivity and protocol that they can use with you and future helpers. Others will be so shy that they’ll passively wait for you to suggest and do everything. Help them learn how to manage you, and reinforce them for taking those important steps.

The orientation may also include skill practice for mentors regarding feedback and coaching; for protégés, training on career planning and goals for the mentoring relationship. Consider bringing in one or more consultants to help you think through your strategy, train everyone, and evaluate the impact of the mentoring effort. Remember to balance orientation by making fun a valued, planned component of the experience.

## PROTÉGÉ DO’S AND DON’T’S

DO	DON’T
<ul style="list-style-type: none"> <li>• Have a genuine interest in professional and personal growth to develop a sense of self and personal vision with a desire for self-fulfillment</li> </ul>	<ul style="list-style-type: none"> <li>• Expect your mentor is solely responsible to drive the process</li> </ul>
<ul style="list-style-type: none"> <li>• Be clear with your mentor about what you need and/or why you want to meet. Propose one or more goals to work on</li> </ul>	<ul style="list-style-type: none"> <li>• Think your mentor is too busy, perfect, or can read your mind to know what you need</li> </ul>
<ul style="list-style-type: none"> <li>• Put your commitment and specific guidance into action by applying mentor suggestions however possible</li> </ul>	<ul style="list-style-type: none"> <li>• Make excuses, such as why you didn’t follow through</li> </ul>
<ul style="list-style-type: none"> <li>• Communicate as agreed</li> </ul>	<ul style="list-style-type: none"> <li>• Let meetings go much longer than planned</li> </ul>
<ul style="list-style-type: none"> <li>• Be an effective listener and remember what your mentor tells you</li> </ul>	<ul style="list-style-type: none"> <li>• Interrupt your mentor (or anyone)</li> </ul>
<ul style="list-style-type: none"> <li>• Accept all feedback with a positive perspective</li> </ul>	<ul style="list-style-type: none"> <li>• Be defensive about constructive feedback</li> </ul>
<ul style="list-style-type: none"> <li>• Assume responsibility for scheduling events; confirm scheduled events as a courtesy</li> </ul>	<ul style="list-style-type: none"> <li>• Communicate more often than agreed</li> </ul>
<ul style="list-style-type: none"> <li>• Give your mentor positive feedback and express appreciation</li> </ul>	<ul style="list-style-type: none"> <li>• Be late for meetings</li> </ul>
<ul style="list-style-type: none"> <li>• Find ways to let your mentor know how their guidance helped you (present examples)</li> </ul>	<ul style="list-style-type: none"> <li>• Speak negatively about your mentor (or anyone) to others</li> </ul>
<ul style="list-style-type: none"> <li>• Write personal thank you notes</li> </ul>	<ul style="list-style-type: none"> <li>• Take your mentor for granted</li> </ul>
<ul style="list-style-type: none"> <li>• Acknowledge and celebrate your progress</li> </ul>	<ul style="list-style-type: none"> <li>• Take your progress for granted</li> </ul>

## Goal-Setting 101

Develop a sense of self and personal vision

Be clear with your mentor about what you need



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## PROGRAM MANAGEMENT: MENTORING CURRICULUM

This internship mentoring curriculum provides a functional guide to go beyond conventional forms of best practices reference material about such things as qualifications, selection, do's and don't's, and other content. While it is important to understand the benefits of mentoring, know what makes an ideal mentor, and review positive mentoring practices. Such information is more easily actualized when converted into a specific action plan.

Here below are recommendations to lend structure to the mentoring program. Given the short-term nature of internships, we suggest that you plan more activities early on to "front load" the experience. This will help participants to more readily develop a rapport and make the most of opportunities throughout the relationship. The frequency of the mentee lunches will help make efficient use of time (since you have to eat anyway) as well as to show appreciation [especially if interns are unpaid].

Given the need for flexibility in the work environment (i.e., priority deadlines, travel schedules), it is impractical to assume that participants can rely on this curriculum as "gospel." Our common goal is to provide the best baseline structure for individuals to adapt accordingly.

WEEKLY MENTORING ACTION	MENTORING ACTIVITY PLAN
<b>Pre-Program</b> <ul style="list-style-type: none"> <li>• Mentor Recruitment/Selection</li> <li>• Mentee Matching</li> </ul>	<ul style="list-style-type: none"> <li>• Review Skills Intake Questionnaire (if using Internship eToolkit)</li> <li>• Exchange personal bios as pre-introduction</li> <li>• Consider doing a fun exercise or personality test</li> <li>• Send a personal note that you're looking forward to the protégés arrival and working together</li> </ul>
<b>Week 1</b> <ul style="list-style-type: none"> <li>• Orientation / Preliminary goals</li> <li>• Group lunch/meal</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Mentor Journal:</b> Take 5-10 minutes post-orientation to start and keep a mentor journal about everything from goals to personal disclosures to help you stay on track and "recall" details that let protégés know you take a genuine interest in them and their development.</li> <li>• <b>Group lunch:</b> attendance is optional, but ideal. Consider doing something one-on-one if unable to attend.</li> </ul>
<b>Week 2</b> <ul style="list-style-type: none"> <li>• Social lunch/meal</li> <li>• Discuss preliminary goals &amp; expectations</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Desk check</b> (take 5 minutes to stop by and say hello)</li> <li>• <b>Job shadow day:</b> bring protégé to external business meeting(s); listen / participate in phone calls; work on team assignments together. Note: this needn't involve a full work day.</li> </ul>
<b>Week 3</b> <ul style="list-style-type: none"> <li>• Checkpoint lunch/meal</li> <li>• Finalize goals; reinforce expectations</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Working lunch:</b> to finalize goals, expectations, discuss experiences to date.</li> <li>• Consider "sitting in" or leading the weekly group training session</li> </ul>
<b>Week 4</b> <ul style="list-style-type: none"> <li>• Checkpoint meeting (stop by desk or invite them to your office) 10-15 min.)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Professional networking event:</b> take protégé to an external networking and professional development program [that you likely would attend anyway]. Arrive early so you have time to introduce them to at least five colleagues. Discuss the experience (observations/benefits/people) during the return trip.</li> </ul>

"Front load" the experience

Lunches will help make efficient use of time

Let protégés know you take a genuine interest



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## MENTORING CURRICULUM - (cont'd)

WEEKLY MENTORING ACTION	MENTORING ACTIVITY PLAN
<b>Week 5</b> • Checkpoint and Informational Interview meeting	• <b>INFORMATIONAL INTERVIEW EXERCISE</b> (60-90 min) Here is a structured means for the mentee to learn more about your professional endeavors. They may pose questions such as: how and why did you choose this profession?; what has been your career path?; how did one opportunity lead to a other?; what has been your experience with challenges/rewards?; what's a typical day in the life?; what are the different kinds of specialties of your profession, the skills needed to succeed and the nuances within them? <b>Note:</b> Have your protégé prepare their own questions.
<b>Week 6</b> • Checkpoint meeting	• <b>Social / Fun Event:</b> This is likely a group outing that is organized by the overall program manager (i.e., minor league baseball game, bowling party, museum tour, happy hour ( <b>Note:</b> use caution with behavior and related liabilities).
<b>Week 7</b> • Checkpoint lunch/meal	• <b>Activity:</b> Discuss the importance of professional networking and suggest various ways to develop relationships. Consider helping the student create a profile on LinkedIn and having them help you create your own on MySpace or FaceBook.
<b>Week 8</b> • Checkpoint meeting	• <b>JOB SHADOW DAY 2:</b> see above.
<b>Week 9</b> • Checkpoint lunch/meal	• <b>PROFESSIONAL NETWORKING EVENT 2:</b> see above.
<b>Week 10</b> • Checkpoint meeting	• <b>Social / Fun Event:</b> see above. <b>Note:</b> This may be a group activity or one-on-one. • <b>Guest Appearance:</b> at weekly group training session.
<b>Week 11</b> • Checkpoint lunch/meal	• <b>Working lunch:</b> discuss experiences to date (likes/dislikes; what have they learned; how has the experience matched or differed from their initial expectations). Review and pre-measure goals. Discuss what to adjust or focus on in remaining week(s) to help them to more fully achieve learning goals.
<b>Week 12</b> • Checkpoint meeting	• <b>JOB SHADOW DAY 3:</b> see above
<b>Week 13</b> • Checkpoint lunch/meal	• <b>Mentor Appreciation Event:</b> to be planned and budgeted by the general program manager. Present mentor with a token gift (i.e., something for desk, gift certificate).
<b>Week 14</b> • Checkpoint meeting	• <b>PROFESSIONAL NETWORKING EVENT 3:</b> see above.
<b>Post-Program</b> • Letter of recommendation	• <b>PROFESSIONAL NETWORKING OR SOCIAL EVENT:</b> consider inviting the protégé back [however long after they depart] to cultivate a long-term, less formal relationship/friendship.

Introduce them to at least five colleagues

Discuss what to adjust

Consider inviting the protégé back



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## VIRTUAL MENTORING

Some of the most desirable mentors in terms of skills, knowledge, attitudes, experiences, contacts may be located elsewhere or travel extensively. Depending on what the mentee wants to develop, mentor location is less important than these other factors. Integrating a distance mentoring strategy offers the added flexibility to provide a successful mentoring program.

Call it what you will - *virtual mentoring, remote mentoring, telementoring, distance mentoring* or *eMentoring* – it all means the same thing. This option may be more natural for today's tech-savvy millennials than it is for mentors. In any case, it should be easy to rely on electronic tools (e-mail, online meeting software and platforms, videoconferencing), phones, voicemail, and texting. If possible, the parties should try to meet face to face one or more times during their partnerships, but most of the time they're apart.

Though the virtual experience is surely less intimate and presents some additional challenges to effective mentoring, it is not without some "trade-off" benefits. For one, its uniqueness lends focus for participants to make their time together most meaningful. Office meetings are often prone to distraction and cancellation, while virtual meetings tend to be better planned and organized with a greater sense of purpose. The insulation of technology affords can also help participants reach greater depth in discussions because they're less inhibited than they may be face-to-face.

What matters most is that the experience involves an intentional mentoring process that helps the mentee identify important life goals, build the competence to reach them and is able to the assistance she/he is given.

Like anything, virtual mentoring requires a certain level of comfort and commitment to be effective. If you determine that virtual mentoring is a viable strategy for your program, seek to build enthusiasm for it and find ways to maximize its benefits and reduce its disadvantages.



It should be easy  
to rely on  
electronic tools

Virtual meetings  
tend to be  
better planned

Maximize its  
benefits and  
reduce its  
disadvantages



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## EVALUATION & IMPROVEMENT

The best practices and program curriculum above integrate a variety of measures throughout the mentoring program. This ongoing reflection should make post-program evaluation and improvement simpler to achieve. Here are some points to reinforce; many of these have already been covered.

### For Program Managers

- Be sure to have gathered baseline data, such as about mentees' competencies and general knowledge.
- Integrate purposeful "checkpoints" throughout the program to ensure goals and the overall experience are on track.
- Be sure that your data is both meaningful and actionable (and that you truly act on it). Consider gathering long-term outcomes data, such as by following up with protégés 6-12 months later.
- Beyond the core program experience, be sure to take a close look at mentor/mentee training effectiveness.

Let's say, for example, that mentors missed training events. How can you prevent or offset that gap? Maybe next time, don't let them off the hook. Have a back-up session for them supplemented with self-study materials. Though never as beneficial as an interactive session, consider recording an audio powerpoint presentation for mentors [and protégés] to access training material at their convenience.

### For Mentors

- Was the experience as satisfying as you had hoped?
- What feedback for improvement did your mentee provide?
- What are all the many things you surely did right and could do more of?
- What helped mentees the most?
- What was fun for you and others?
- Could you have better managed your time?
- What, if anything, was difficult and unproductive?
- What needs to be different next time and what do you need to do to assure it is?
- Would you benefit from more formal coaching and training?

Whatever aspirations you set out to achieve for your mentoring program, what matters most is to put your commitment into action and strive to improve with each and every opportunity.



Integrate purposeful  
"checkpoints"

Be sure that your  
data is both  
meaningful and  
actionable

Improve with  
each and every  
opportunity







## About the Author

Matthew Zinman is the founder of The Internship Institute, Z University and Z Communication, Inc. He brings forth a remedy to close the gaps between classroom learning and workplace ability.

His Learning Experience Access Program (L.E.A.P.) illuminates an internship-centric blueprint to transition graduates into gainful employees. LEAP calls for centralizing a private network of Work Readiness and Placement Centers, requiring students to intern, and funding the program through an internship tuition rebate. Putting a LEAP Center on each college campus will benefit every student, employer and charitable organization. Matthew also champions interns' rights to fair wages and a certification program to hold employers accountable for internship quality.



Another component of Matthew's LEAP Vision is ApprentiCorps, a program that fulfills two needs by lending helping hands and giving hands-on experience. The ApprentiCorps initiative creates internships for non-profit organizations and provides service learning opportunities for students. It also serves as a safety net to help fulfill the student work experience graduation requirement.

Matthew's career spans 25 years. It began with the first of four internships and evolved through consulting nearly 100 companies. Along the way, he has managed and mentored more than 200 college interns. This experience led him to develop a number of products to create more internships, train managers to supervise and mentor interns, and prepare students for successful careers.

A self-funded entrepreneur and education activist since 2002, Matthew continues to expand his endeavors with a unwavering passion and determination to make a meaningful difference. He's also a frequent lecturer and author of related topics. Matthew resides in scenic Bucks County, Pennsylvania.

From concept to fruition, Matthew combines his experience, inventiveness and creativity for every product, brand, initiative, campaign, design, marketing, communication, and PR effort.





[www.InternshipInstitute.org](http://www.InternshipInstitute.org)



**Internship Supervisor Guidebook and Mentoring Tutorial, second edition**

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A portion of the proceeds from this video will go to ApprentiCorps, a program to develop service learning for charitable non-profit organizations.