



NEW YORK CITY DEPARTMENT OF YOUTH AND COMMUNITY DEVELOPMENT AND NYC PUBLIC SCHOOLS

BUSINESS AND FINANCE INTERNSHIP FRAMEWORKS

Summer Youth Employment Program (SYEP)

A comprehensive implementation guide for employers hosting high school students in business- and finance-focused internships.

PROVIDER PLAYBOOK

6-WEEK FRAMEWORK

SAMPLE SCHEDULES & TASKS



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SUMMER YOUTH EMPLOYMENT PROGRAM

A No-Cost Way to Build the Next Generation of Talent



New York City's Summer Youth Employment Program (SYEP) connects young people across the five boroughs to summer work experiences that build career readiness and expose them to potential career paths. Through the program, employers host high school students for six weeks, up to 25 hours per week, with wages fully covered by the City. For businesses, this offers a no-cost and low-risk opportunity to introduce students ages 16–21 to careers in business and finance while expanding team capacity.

What is SYEP?

- A six-week summer internship program (July–August) for New York City youth, with internships offered in person, remote, or hybrid
- A structured program that exposes young people to real workplaces, industries, and career pathways
- A partnership with community-based partners that prepare students and support supervisors throughout the program

Who Are the Students

- New York City high school students, ages 16-21
- Often in their first or second job, they benefit from clear expectations, consistent supervision, and well-defined, age-appropriate tasks
- Many have a strong interest in business and finance and are eager for authentic exposure to careers in these fields

Students Are

- Academically prepared and creative innovators, critical thinkers, effective communicators, global citizens, and reflective and future-focused
- Motivated to learn, curious about career paths, and willing to contribute with the right structure and support
- Committed to building workplace skills such as punctuality, teamwork, and professional behavior
- Equipped with entry-level strengths, including digital fluency, organization, customer service, note-taking, data entry, basic research, and comfort working with diverse populations

Common Business and Finance SYEP Settings

- Non-sensitive, supervised roles such as greeter or customer service support, administrative assistant, data entry, HR support, and project-based roles
- Short-term assignments that build skills and confidence, especially when paired with shadowing, team meetings, and regular feedback

Why Hire an SYEP Student?

- Build an early talent pipeline while introducing local youth to your organization and the business and finance field
- Support short-term staffing and project needs with supervised, entry-level assistance
- Strengthen community impact while helping young people build employability, confidence, and career direction

Bottom Line: SYEP students are emerging workers—not expected to have extensive professional experience—but able to succeed with structure, meaningful tasks, and coaching.

With wages covered by the City and ongoing support from program partners, SYEP offers businesses a practical, low-risk way to invest in the next generation of talent.



PROFESSIONAL AND TECHNICAL SKILLS PROFILE

Meet Students Where They Are and Help Them Grow



SYEP students begin their six-week business and finance placements with foundational job-readiness training and pre-placement coaching. They are emerging workers who are eager to learn and contribute—some with prior work or placement experience, and others entering a professional setting for the first time.

What Preparation Do Students Receive?

- Preparation for the transition from school to the workplace
- Foundational training in professional behavior, workplace expectations, critical thinking, and communication skills
- Exposure to key workplace norms, including punctuality, appropriate dress, professionalism, and collaborating with a supervisor
- A clear understanding that business and finance SYEP placements are structured, closely supervised, and generally appropriate for high school-aged participants

Professional Skills Students Bring

- Willingness to learn, curiosity about careers, and openness to feedback
- Developing habits in punctuality, attendance, respectful communication, and professionalism
- Emerging skills in teamwork, listening, asking questions, and following directions
- Growing confidence in customer service, problem-solving, and representing an organization appropriately

Technical and Entry-Level Workplace Skills

- Comfort with basic digital tools, including email, student research, shared documents, and data entry
- Ability to organize information, manage simple data, take notes, and complete routine administrative tasks with guidance
- Readiness for structured support roles such as customer or client relations, HR support, social media or brand support, project coordination, and general office tasks

What May Vary by Student

- Prior experience: Some have held internships, volunteer roles, or part-time jobs; others are new to the workplace
- Technical confidence: Comfort with digital tools varies and may require step-by-step onboarding
- Career clarity: Some arrive with a clear interest in business or finance pathways; others are still exploring roles and industries that may be a good fit

How to Think About Readiness

- SYEP students are early-career learners with baseline employability skills—not advanced technical expertise
- They succeed when expectations are clear, tasks are well defined, and supervisors model professional standards

What Employers Can Build in Six Weeks

- Strong communication
- Critical thinking and creative innovation
- Empathetic and collaborative leadership
- Ethical and global citizenship
- A clearer understanding of business and finance careers, workplace culture, and future pathways

Bottom Line: SYEP participants ages 16–21 bring foundational job-readiness skills, emerging professional habits, and useful entry-level digital and administrative abilities. With structure, coaching, and age-appropriate responsibilities, they can contribute meaningfully while building skills for future success.



THE ONBOARDING PROCESS

Get Off to a Great Start



The first days of an SYEP placement set the tone for the full six-week experience. A clear job description and thoughtful onboarding help students understand expectations, feel welcomed, and begin contributing in age-appropriate, business and finance-relevant ways. For many SYEP participants, this may be their first job, so structure, support, and clarity are essential.

What a Strong Job Description Includes

- Start and end times, work location, sign-in/out and timesheet procedures, and lunch or break expectations
- A clear list of responsibilities, including deadlines and performance expectations written in student-friendly language
- A mix of meaningful tasks: routine duties plus business and finance-specific support work to complete, observe, or practice with supervision
- A weekly manager check-in and a backup staff contact if the supervisor is unavailable

Tips for Quality SYEP Experience Design

- Provide structure with flexibility: set timeframes, while encouraging students to ask questions or request support when needed
- Include both short-term responsibilities and a longer-term project so students see how daily work connects to larger goals
- Plan ahead for early finishes or stalled moments by offering additional tasks or a clear process for checking in

Prior to Onboarding

- Coordinate early with your SYEP provider partner and the student to confirm any requirements—such as background checks or other screenings—well in advance of the placement start date
- Work closely with IT, Human Resources, and other relevant departments to ensure the student has appropriate access to the software, email, and systems needed for their role, while safeguarding against access to confidential or sensitive information beyond their scope

Onboarding Students

- Create a strong first impression with a worksite tour, a prepared workspace, and introductions to staff across business and finance roles
- Provide an overview of a typical workday to help high school students understand how your workplace operates
- Explain workplace norms explicitly, including attendance, dress, phone use, computer use, confidentiality, and how to secure personal belongings
- Use a high-expectations, high-support approach: be clear about what success looks like and provide regular guidance and feedback
- Adapt expectations in age-appropriate ways, recognizing that many students are new to professional environments



Build Connection to the Workplace

- Help students understand what your organization does by sharing your mission, services, and the broader role of your team in business and finance operations
- Introduce career stories and different roles so students can see multiple pathways into the field
- Explain job titles and common business and finance terms to help students build industry understanding
- Describe why tasks are done and how they connect to broader operations. For example, while students cannot access sensitive client or financial data, you can explain how and why that information is collected and protected
- Offer simple materials such as your website, brochures, or short articles so students can continue building sector knowledge

Why This Matters

- Clear expectations reduce confusion and help students build confidence, professionalism, and independence
- Thoughtful onboarding can shape how students view work, education, and future careers in business and finance

Bottom Line: A strong SYEP experience begins before the first task. When employers clearly define the role and onboard students with intention, they create a better experience for the student and a smoother, more productive six weeks for the team.



SAMPLE SCHEDULE FOR BUSINESS AND FINANCE INTERNSHIPS

6 weeks • Monday–Friday, 9:00 am–3:00 pm • 1-hour Lunch Break



Business and finance SYEP experiences can take place in corporations, small businesses, professional service firms, financial institutions, and nonprofit organizations. Tasks emphasize observation, structured support work, communication, and career exposure that are appropriate for high school students and manageable for employers. Students should not handle confidential financial records, make decisions on live accounts, or access sensitive client or employee information.

Note: This is a sample schedule. Specific tasks, priorities, and activities may vary from week to week, as will percentages of time spent on various elements. As an example, week 1 may include more time spent on onboarding and orientation, and week 6 may include time spent on preparing and presenting a capstone project.

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
9:00–9:30	Supervisor check-in, weekly goals	Daily check-in and planning	Daily check-in and workflow review	Daily check-in and project planning	Weekly wrap-up, feedback, next steps
9:30–11:00	Workplace tasks: administrative support, filing, resource preparation	Workplace tasks and deliverables	Skill-building / shadowing	Workplace tasks and deliverables	Project-based work: final edits / prep
11:00–12:00	Skill-building / shadowing	Team huddle / collaboration	Workplace tasks and deliverables	Skill-building / shadowing	Team collaboration / share-out
12:00–1:00	<i>Lunch break</i>	<i>Lunch break</i>	<i>Lunch break</i>	<i>Lunch break</i>	<i>Lunch break</i>
1:00–2:30	Project-based work: research / planning	Project-based work: materials or guides	Project-based work: deliverable development	Project-based work: revision and refinement	Workplace tasks and deliverables
2:30–3:00	Reflection and documentation	Reflection and documentation	Team collaboration / check-out	Reflection and documentation	Reflection and documentation



Recommended Weekly Time Allocation

CATEGORY	PERCENT	HOURS	WHAT IT INCLUDES
Workplace tasks and deliverables	30%	7.5	Office support, organizing materials, customer service support, and basic deliverables
Project-based work	24%	6.0	Research, presentations, spreadsheets, outreach materials, and improvement ideas
Skill-building and shadowing	20%	5.0	Career exposure, workplace observation, and role shadowing across business functions
Team collaboration and meetings	10%	2.5	Huddles, staff meetings, presentations
Reflection and documentation	6%	1.5	Journals, task logs, learning summaries, and résumé notes
Supervision and feedback	10%	2.5	Check-ins, coaching, progress reviews, and weekly feedback



SUPERVISION AND FEEDBACK

Best Practices for Weekly Oversight



Support Students to Learn and Grow

Center the Student Voice

Ask the student what went well, what felt challenging, and what support would help them grow.

Review Work and Habits

Review assignments, completed tasks, open questions, attendance, timesheets, and professional communication.

Set up the Week Ahead

Clarify priorities, upcoming projects, shadowing opportunities, and next steps before the meeting ends.

Required Evaluations

SYEP requires all students to receive two formal evaluations: one at the midpoint of the placement and one at its conclusion. These evaluations are done using forms developed by the NYC Department of Youth and Community Development (DYCD). You can access these forms by logging into the DYCD Worksite portal [HERE](#).

In addition to required evaluations, we strongly encourage you to check in with your SYEP student weekly. Here are some tips for effective feedback and supervision, as well as forms to capture successes, challenges, and action steps:

What to Cover in a 20–30 Minute Weekly Check-In

- **Successes and accomplishments:** Highlight specific tasks, progress, or moments of persistence.
- **Challenges and blockers:** Identify where the student got stuck and what support is needed.
- **Professional habits:** Attendance, punctuality, communication, responsiveness, and workplace conduct.
- **Work quality:** Accuracy, attention to detail, follow-through, and understanding of workplace-related instructions.
- **Learning and exposure:** New skills developed, workflows observed, or shadowing experiences.
- **Next week's goals:** Align on priorities, deliverables, and points of contact for questions

Note: Document serious concerns after the conversation and share them with the appropriate coordinator when needed. Keep the tone supportive, direct, and focused on growth.

How to Give Effective Feedback to a High School Student

- **Start with what worked:** “You handled the front desk greeting calmly and respectfully”
- **Name the gap:** “The task was accurate, but it came in after the deadline we discussed.”
- **Show the path forward:** “Next week, send me a quick update if you think you may need more time”
- **Check for understanding:** Ask the student to restate the next step in their own words.
- **Invite feedback:** “What support or clarification from me would help you do this well?”

Youth-Friendly Feedback Language

- **Start with what worked:** “You handled the front desk greeting calmly and respectfully”
- **Name the gap:** “The task was accurate, but it came in after the deadline we discussed”
- **Show the path forward:** “Next week, send me a quick update if you think you may need more time”
- **Check for understanding:** Ask the student to restate the next step in their own words
- **Invite feedback:** “What support or clarification from me would help you do this well?”



WEEKLY SUPERVISION AND FEEDBACK FORM

A STRUCTURED CHECK-IN TEMPLATE FOR SYEP STUDENTS AND SUPERVISORS

Student Name:

Supervisor:

Week of:

Site/Department:

Attendance, punctuality, timesheets:

- Excellent
- Good
- Needs attention

Communication and professionalism:

- Strong
- Developing
- Needs support

1. STUDENT REFLECTION

Biggest Success this week:

Challenge or question:

Major learning:

2. SUPERVISOR FEEDBACK

Keep doing:

Area to improve / next step:

Support, coaching, or resources for next week:

3. STUDENT FEEDBACK TO SUPERVISOR

What support helped most / what else would help?

Questions for supervisor:

4. GOALS AND NEXT STEPS

Priority / task / learning goal:

Owner / due:



SYEP COMPLIANCE AND STUDENT SAFETY

A Guide for Business and Finance Worksites



Worksite must follow all guidelines in the **DYCD Worksite Handbook**. Please review the handbook, shared by your SYEP provider, before the start of the program. Failure to comply may result in removal from SYEP as a worksite.

Best Practices for Student Onboarding

- Review and sign the SYEP Worksite Referral
- Complete safety orientation and provide emergency contacts
- Assign workstation or device
- Set up company email and required accounts
- Conduct office tour and team introductions
- Review placement project, responsibilities, and goals
- Sign technology use and confidentiality agreements
- Establish Week 1 goals with supervisor

Best Practices for Documenting Student Performance

- Weekly timesheets signed by supervisor and submitted each Friday
- Daily attendance log with sign-in and sign-out
- Mid-program evaluation completed by end of Week 3
- Final evaluation completed by end of Week 6
- Exit survey completed before final day
- Incident reports submitted within 24 hours

STUDENT SAFETY

- Students must never be alone at the worksite; at least two adult employees must be present at all times
- Meetings should take place in spaces with auditory privacy and visual transparency (e.g., open door or visible window)
- Students should be reminded to secure personal belongings and avoid bringing valuables
- Review building exits, evacuation procedures, and safety equipment during onboarding
- Clearly communicate lunch plans, including where food can be stored and eaten

Note: Supervisors are responsible for reviewing and reinforcing these requirements throughout the six-week placement.



EMPLOYERS AND SYEP PROGRAM PROVIDERS

Work Together to Support Successful Student Experiences



Every SYEP employer is paired with a community-based provider, creating a built-in partnership that supports both the worksite and the student. Providers serve as a consistent point of contact, help address challenges early, and ensure a smoother, more effective SYEP experience from start to finish.

Before the SYEP Experience

- Connect early with your worksite coordinator—your primary partner throughout the program
- Align on learning goals, age-appropriate responsibilities, and the type of business and finance exposure the student will receive
- Clarify the workplace habits and transferable skills that matter most in your setting
- Refine the job description with provider input to ensure clarity and alignment
- Establish a clear communication plan for questions, updates, and any issues that may arise

During SYEP

- Hold regular check-ins with the coordinator and student to review progress and address concerns
- Reinforce feedback consistently, ensuring alignment between supervisor and provider
- Share successes, challenges, and teachable moments to support the student's development
- Flag attendance, performance, or support needs early so they can be addressed promptly
- Complete required evaluations and review them with both the student and provider
- Report any safety incidents within 24 hours

After SYEP

- Capture key outcomes, lessons learned, and opportunities for improvement
- Assess the impact of the placement on both the student and your organization
- Debrief internally with staff involved in supporting the student
- Share feedback with your coordinator to strengthen future internships

Tip: Stay in close contact with your provider. Early, consistent communication helps resolve issues quickly, better support the students, and ensure a successful experience for everyone.



SUGGESTED ACTIVITY: JOB SHADOWING

Open Students' Eyes to New Career Possibilities



Job shadowing is a short-term career exploration activity in which a student is paired with an employee to observe the workday, ask questions, attend appropriate meetings, and build a realistic understanding of business and finance careers, workplace expectations, and professional skills.

Sample Job Shadowing Activities

- **Observe and note:** Shadow a staff member for 30–60 minutes and document their main tasks, tools or systems used, communication style, and one key takeaway
- **Role comparison:** Shadow two different roles and create a chart comparing job duties, work environment, education requirements, skills, teamwork, and level of client interaction
- **Meeting observation:** Attend an appropriate staff meeting, team huddle, or planning session and summarize its purpose, participants, key decisions, and next steps
- **Workflow mapping:** Observe a simple business process (e.g., responding to a client request or processing a transaction) and map each step from start to finish
- **Business technology observation:** Observe tools used in a department (e.g., scheduling systems, financial software) and describe how they support daily work

What Job Shadowing Should Provide

- Exploration of a business or finance field or role of interest
- Exposure to real jobs, workflows, and workplace culture
- Awareness of the academic, technical, and professional skills required

Tips for the Employee Being Shadowed

- Engage the student in safe, age-appropriate activities rather than passive observation alone.
- Highlight the skills, judgment, and professionalism your role requires.
- Adjust tasks based on the student's readiness and limit access to confidential information

During the Job Shadow

- Ensure the student observes meaningful work and, where appropriate, participates in small supervised tasks
- Follow all workplace policies, including confidentiality, safety, and site-specific shadowing guidelines
- Close the experience with feedback, reflection, and suggestions for continued growth

How to Make It Meaningful

- Build rapport and create a welcoming, engaging experience.
- Connect observations to workplace expectations and transferable skills
- Ask about the student's interests, learning, and how the experience shapes their career goals

Why This Matters for Students

- Provides exposure to business and finance careers and helps clarify interests
- Connects academic preparation to roles and responsibilities
- Builds confidence, effective communication skills, and comfort in professional environments

Why It Benefits Your Team

- Offers a meaningful way to support the next generation of talent
- Can be rewarding for staff and align with community engagement goals
- Helps employees build coaching skills and strengthen connections with future students and entry-level talent

Questions or concerns?

The student's supervisor and the community-based organization's worksite coordinator can support planning, logistics, and any issues that arise before, during, or after the job shadowing experience.



SUGGESTED ACTIVITY: INFORMATIONAL INTERVIEWS

Talk to Students About Career Opportunities



Informational interviews are structured, one-on-one conversations between a student and an employee that introduce business and finance careers through real-world experience. These conversations help students understand what a role involves, how professionals entered the field, the education or training required, and the day-to-day responsibilities that support business and finance operations.

What the Interview Should Cover

- A realistic view of the role, including what a typical day actually looks like beyond the job title
- The pathway into the field—education, training, credentials, and early career steps
- The realities of the work: responsibilities, challenges, rewards, and expectations
- The range of roles and career pathways within the organization and across business and finance
- Practical advice for a high school student considering this field

Tips for the Employee (During the Interview)

- Describe your day-to-day work in clear, concrete terms
- Be candid—share challenges, setbacks, and how you navigated them
- Talk through your career journey, including key decisions and turning points
- Explain what it takes to get hired and succeed in your role

After the Interview

- Share feedback with the student's supervisor to strengthen future experiences
- Reflect on how this engagement supports your organization's community presence
- Identify opportunities to stay connected with students and early talent
- Explore next steps such as job shadowing, guest speaking, or placements

How to Make It Meaningful for the Student

- Use plain language and encourage questions throughout
- Connect your experience to transferable skills (e.g., effective communication, critical thinking, creative innovation, teamwork, reliability, problem-solving)
- Highlight multiple entry points into business and finance—not just a single path



SUGGESTED ACTIVITY: ON-THE-JOB TRAINING

Give Students Practical, Real-World Experience



On-the-job training provides students with structured, hands-on learning as they build workplace confidence. In business and finance environments, this means showing students how tasks are completed safely, ethically, and professionally, then gradually increasing responsibility through guidance, practice, and feedback. The goal is not speed, but skill development, consistency, and readiness for future work and education.

Examples of On-the-Job Training Activities

- **Professional front desk practice:** Practice greeting clients, visitors, or coworkers in a professional and welcoming manner
- **Phone etiquette simulation:** Practice answering calls, taking messages, and communicating clearly and professionally
- **Filing and documentation practice:** Organize, label, scan, and review non-confidential materials for accuracy and completeness
- **Data entry with sample information:** Enter and format basic data using non-confidential information, and check for errors
- **Team huddle observation and follow-up:** Attend a staff huddle (if appropriate) and summarize key takeaways, roles, and next steps
- **Spreadsheet basics:** Practice entering and sorting data, using simple formulas, and creating organized tables
- **Meeting preparation:** Support meetings by preparing materials, organizing agendas, and setting up shared spaces

What Effective On-the-Job Training Looks Like

- A staff member models the task first, even when it seems simple or familiar
- The student observes, asks questions, and practices with supervision before working independently
- Tasks are introduced in small steps so the student can build accuracy, confidence, and strong work habits

How to Check for Understanding

- Ask the student to explain the task in their own words
- Have the student complete the task once with supervision
- Use follow-up questions to confirm understanding of the purpose, steps, and expected quality of the work

Tips for Supervisors and Staff

- Assign age-appropriate, workplace-ready tasks such as administrative support, customer service support, materials organization, data entry, outreach preparation, inventory support, or project assistance
- Explain why each task matters so the student understands how their work supports business operations and team goals
- Create opportunities for repetition, reflection, and questions throughout the day—not just at the end

Acknowledge Growth

- Normalize mistakes as part of learning and model how to correct them professionally
- Offer brief, specific feedback so students know what they did well and what to improve next

Why This Matters

Strong on-the-job training helps students understand expectations, build transferable skills, and contribute meaningfully in a professional business and finance environment. It also helps worksites create a positive experience for young people while strengthening their future talent pipeline.



SUGGESTED ACTIVITY: CAPSTONE PROJECTS

Help Students Apply What They Learn



A capstone project is a short, hands-on assignment that allows a student to apply what they have learned to solve a real problem or create something meaningful. For SYEP participants exploring a new sector, such as business or finance, capstone projects make learning more practical by connecting daily tasks to a clear final goal.

Capstone projects also help students build confidence, demonstrate skills to supervisors and mentors, and develop a concrete example of their experience to share in future school or job opportunities. At their strongest, capstone projects are introduced early in the SYEP experience, intentionally aligned with the student's day-to-day tasks and career exploration activities, and revisited at weekly check-ins and through interim milestones and deliverables. The experience culminates in the student presenting their final project at the end of the six-week program.

Here are a few examples of potential capstone projects:

Sales Support & CRM Role

- **Sales Enablement & Customer Communication Project:** Reviews common customer questions and helps create tools such as email templates, call scripts, or a one-page sales resource to support clear and consistent communication
- **CRM Data Quality & Organization Project:** Cleans and organizes customer information by updating records, removing duplicates, and checking for accuracy in the CRM system to support reliable business operations

- **Outreach Tracking & Performance Insights Project:** Tracks outreach efforts (e.g., emails, follow-ups) and identifies patterns in engagement. Final deliverable may include a simple dashboard or summary report with key insights
- **Customer Insights & FAQ Development Project:** Reviews customer questions or feedback to identify common themes and creates an FAQ or reference guide to improve consistency and efficiency in responses

Customer Insights Survey Role

- **Customer Feedback Insights & Recommendations Project:** Collects and reviews feedback from customers or staff to identify key themes and areas for improvement. Final deliverable may include a memo or presentation with clear recommendations
- **Survey Design & Data Collection Project:** Helps improve survey tools by drafting or revising questions and preparing materials that support higher-quality responses
- **Response Organization & Theme Analysis Project:** Organizes survey responses, identifies patterns, and creates charts or visual summaries to communicate findings clearly
- **Feedback-to-Action Communication Project:** Translates survey findings into a presentation, slide deck, or one-pager that helps teams turn insights into action

Note: These are sample roles and capstone projects. Projects can be adapted based on the worksite, placement, student age, and skill level of the student while remaining supervised, age-appropriate, and limited to non-sensitive business operations.



Using AI to Develop Capstone Projects

AI tools—such as ChatGPT, Google Gemini, and Anthropic’s Claude—can be valuable thought partners as you and your SYEP student design a capstone project. They can support brainstorming, help refine ideas, and provide structure for clear, achievable deliverables.

Below are sample prompts to guide project development and planning:

PROMPT 1 – CAPSTONE PROJECT IDEA GENERATOR

Begin with a brief, one-sentence description of your organization (e.g., “We are a Brooklyn-based community bank” or “We are a mid-sized accounting firm in Manhattan”), along with details about your SYEP student (age, school level, role, and any relevant interests).

Then prompt: **“Based on the student’s role, age/school level, interests, and the organization’s needs, propose 3–5 feasible capstone project ideas that can be completed within six weeks. Each idea should create meaningful value, such as by improving the customer experience, staff workflows, or community outreach; be appropriate for the student’s skill level; and avoid the use of or access to personally identifiable information or other sensitive client or company data. Briefly describe the goal, potential impact, and what success would look like for each idea.”**

PROMPT 2 – CAPSTONE DELIVERABLES PLANNER

Once a project idea is selected, use this prompt to map out execution:

“Given the selected capstone project, outline a clear six-week plan of deliverables. Include specific outputs (e.g., report, presentation, tool, or process improvement), key weekly milestones, and methods for measuring success or impact. Ensure the plan is realistic, well-structured, and aligned with the organization’s priorities.”



BUSINESS AND FINANCE SYEP GUIDE

High School Students • Ages 16–21 • 6 Weeks • 150 Hours
Structured, Non-Sensitive Tasks Suitable for Minors



Below, we provide a series of examples of potential internship experiences, across different types of work sites within the business/finance sector. Each placement includes week-by-week tasks, learning goals, and career activities. Tasks emphasize observation, structured support work, financial literacy, communication, and career exposure suitable for high school students. Students should not handle confidential financial records, make decisions on live accounts, or access sensitive client or employee information. Each sample SYEP guide also includes a capstone project that is developed across all six weeks. Capstone work should be introduced early, revisited through weekly tasks and mentorship, and stay broad enough to fit different roles within the same setting. SYEP students might create a guide, workflow visual, resource, or improvement idea that reflects what they observed and learned while remaining fully non-sensitive and age-appropriate.

INTRODUCING THE SETTINGS

Corporate Accounting Department (Large Corporation)

BEST SUITED FOR EMPLOYERS LOOKING TO INTRODUCE STUDENTS TO STRUCTURED ACCOUNTING PROCESSES, INTERNAL CONTROLS, AND HOW LARGE ORGANIZATIONS TRACK FINANCIAL ACTIVITY BEHIND THE SCENES.

Sample Roles

- **Accounts Payable Support:** Supports invoice organization and approval tracking using checklists to ensure payments are processed accurately and on time
- **Budget & Expense Tracking:** Helps organize spending by categorizing expenses and creating simple weekly summaries or charts
- **Finance Data Quality:** Assists with cleaning spreadsheets (e.g., removing duplicates, identifying missing fields) and documenting key data definitions for team use

Sample Capstone Project

Create a simple accounting process guide, visual workflow, or data-quality resource that explains a back-office finance task in clear language for future students or non-finance staff.



WEEK	POTENTIAL TASKS	KEY LEARNINGS	CAREER EXPLORATION / MENTORSHIP EXERCISES
Week 1	<ul style="list-style-type: none"> Attend onboarding on department norms and how an accounting team fits into a large corporation Review teams that work with accounting, such as operations Note common accounting terms used by staff Start a capstone notebook by identifying the audience, purpose, and possible format for the accounting process guide or workflow visual 	<ul style="list-style-type: none"> Understand how accounting supports decision-making, compliance Learn the difference between accounting functions Learn that strong capstones begin with careful observation, note-taking, and awareness of audience needs 	<ul style="list-style-type: none"> Create a department map showing how accounting connects to other teams in the company Join a Q&A with an accountant or accounting manager about their role and career path Ask a mentor what would make the accounting process guide or workflow visual genuinely useful in this workplace
Week 2	<ul style="list-style-type: none"> Shadow staff responsible for expense processing, invoice handling Observe how documents move through approval steps and how accounting teams verify that transactions are coded correctly File a sample packet in the correct folder Gather examples, questions, and observations that could be included in the accounting process guide or workflow visual, and outline a few possible sections 	<ul style="list-style-type: none"> Learn how money moves through a corporation and how accounting teams document and verify that movement Understand concepts such as approvals, coding Understand how real workplace observations can be turned into a practical, non-sensitive resource or improvement idea 	<ul style="list-style-type: none"> Create a flowchart showing how a purchase or payment moves through the company Discuss with a supervisor how accounting catches mistakes before they become bigger problems Share an early capstone idea with a supervisor and ask what content should be prioritized
Week 3	<ul style="list-style-type: none"> Practice Excel or Google Sheets skills using sample ledgers, budget tables. Sort, filter, total, and summarize mock accounting data Label one control point in a sample process Organize notes, sample visuals, or draft content for the accounting process guide or workflow visual using information learned so far 	<ul style="list-style-type: none"> Build familiarity with spreadsheets as a core tool in accounting work Learn how organized data supports analysis, reporting, and problem-solving Practice turning observations, mock data, or process notes into an organized draft that others can follow 	<ul style="list-style-type: none"> Interview a staff member about which technical skills matter most early in an accounting career Complete a mini-budget or ledger exercise and review it with a supervisor Ask a staff member how they would explain this work to a student, customer, or other non-expert audience and use that advice in the capstone



WEEK	POTENTIAL TASKS	KEY LEARNINGS	CAREER EXPLORATION / MENTORSHIP EXERCISES
Week 4	<ul style="list-style-type: none"> • Observe sample conversations about compliance, reporting deadlines • Review examples of policies or approval matrices that explain who can authorize different types of spending • Update a checklist used for recurring tasks • Draft or revise the accounting process guide or workflow visual in plain language and test whether it is clear, accurate, and useful for its intended audience 	<ul style="list-style-type: none"> • Understand the idea of internal controls and why companies separate duties and require approvals • Learn how accounting supports not only tracking but also trust, compliance • Learn how revision, plain-language writing, and thoughtful design make workplace information easier to use 	<ul style="list-style-type: none"> • Discuss with a mentor how ethics shows up in accounting work • Compare a technical accounting role with a broader finance or operations role • Review part of the capstone with a mentor and discuss what would make it more practical, polished, or audience-friendly
Week 5	<ul style="list-style-type: none"> • Refine the accounting process guide or workflow visual into a near-final capstone draft • Continue supporting sample organizational or spreadsheet-based tasks • Draft one question for a staff career chat 	<ul style="list-style-type: none"> • Apply earlier observations to a real workplace communication capstone project • Learn how accounting teams explain technical processes in simple language for non-experts • Learn how feedback and iteration strengthen a workplace project before it is shared with others 	<ul style="list-style-type: none"> • Present a capstone draft to the supervisor and revise it based on feedback • Ask staff which misconceptions people often have about accounting careers
Week 6	<ul style="list-style-type: none"> • Finalize and present the accounting process guide or workflow visual to the supervisor • Organize materials so they can be reused by future students or staff • Share one suggestion for improving a routine 	<ul style="list-style-type: none"> • Strengthen presentation skills and leave with a clearer understanding of accounting roles inside large companies • Identify transferable skills gained through observation, data work • Learn how to present a finished capstone, explain its purpose, and leave behind a useful resource for staff or future SYEP students 	<ul style="list-style-type: none"> • Receive final feedback and discuss next steps • Complete a short career action plan • Reflect on which parts of the capstone felt strongest and how the project could be improved in a future version



Finance Department (Large Bank)

BEST SUITED FOR EMPLOYERS LOOKING TO INTRODUCE STUDENTS TO FINANCIAL ANALYSIS, PLANNING, REPORTING, AND HOW FINANCE TEAMS SUPPORT PERFORMANCE AND STRATEGY WITHIN LARGE FINANCIAL INSTITUTIONS.

Sample Roles

- **Corporate Finance:** Supports the finance team by organizing reports, updating spreadsheets, researching basic financial information, and assisting with day-to-day department tasks
- **Finance Operations:** Assists with administrative and operational functions, including preparing materials, tracking data, and supporting ongoing projects
- **Junior Financial Analyst:** Learns how finance teams evaluate business performance by gathering data, creating simple summaries, and supporting analysts with entry-level research and reporting

Sample Capstone Project

Create a performance snapshot, finance explainer, or planning visual that turns sample financial information into a clear summary for a non-expert audience.

WEEK	POTENTIAL TASKS	KEY LEARNINGS	CAREER EXPLORATION / MENTORSHIP EXERCISES
Week 1	<ul style="list-style-type: none"> • Attend onboarding on compliance awareness, and the structure of a large bank • Review how different areas of the bank fit together • List key finance terms heard during meetings • Start a capstone notebook by identifying the audience, purpose, and possible format for the performance snapshot or finance explainer 	<ul style="list-style-type: none"> • Understand that the finance department of a bank helps monitor performance, plan ahead • Learn that banking has many roles beyond tellers and branch staff, including analysis • Learn that strong capstones begin with careful observation, note-taking, and awareness of audience needs 	<ul style="list-style-type: none"> • Create a career map showing multiple business lines and finance-related roles within a bank • Join a Q&A with a finance or planning staff member about their day-to-day responsibilities • Ask a mentor what would make the performance snapshot or finance explainer genuinely useful in this workplace
Week 2	<ul style="list-style-type: none"> • Shadow staff who prepare internal reports, monitor budgets • Observe how teams compare actual results to targets or prior periods • Check a report for date and label accuracy • Gather examples, questions, and observations that could be included in the performance snapshot or finance explainer, and outline a few possible sections 	<ul style="list-style-type: none"> • Learn how finance teams turn numbers into information leaders can use • Understand basic performance concepts such as targets, trends • Understand how real workplace observations can be turned into a practical, non-sensitive resource or improvement idea 	<ul style="list-style-type: none"> • Create a one-page summary of a sample dashboard in plain language • Discuss with a mentor how finance professionals communicate data to executives • Share an early capstone idea with a supervisor and ask what content should be prioritized



WEEK	POTENTIAL TASKS	KEY LEARNINGS	CAREER EXPLORATION / MENTORSHIP EXERCISES
Week 3	<ul style="list-style-type: none"> Practice Excel skills using mock financial data, planning models Sort, summarize Highlight one data point leaders may watch Organize notes, sample visuals, or draft content for the performance snapshot or finance explainer using information learned so far 	<ul style="list-style-type: none"> Build familiarity with spreadsheet analysis and visual presentation of data Learn how finance staff identify patterns and explain what the numbers mean Practice turning observations, mock data, or process notes into an organized draft that others can follow 	<ul style="list-style-type: none"> Interview an analyst, finance manager Complete a simple variance-analysis exercise with supervisor feedback Ask a staff member how they would explain this work to a student, customer, or other non-expert audience and use that advice in the capstone
Week 4	<ul style="list-style-type: none"> Observe sample discussions about risk, compliance Review examples of how banks balance growth goals with controls and oversight Organize sample files used for a team update Draft or revise the performance snapshot or finance explainer in plain language and test whether it is clear, accurate, and useful for its intended audience 	<ul style="list-style-type: none"> Understand that banking finance is closely tied to regulation, risk awareness Learn that decisions in banks must consider both performance and oversight Learn how revision, plain-language writing, and thoughtful design make workplace information easier to use 	<ul style="list-style-type: none"> Discuss with a staff member how finance and risk teams work together Compare a finance role with another banking role such as branch banking, operations Review part of the capstone with a mentor and discuss what would make it more practical, polished, or audience-friendly
Week 5	<ul style="list-style-type: none"> Refine the performance snapshot or finance explainer into a near-final capstone draft Continue supporting sample spreadsheet or presentation tasks Write one question about finance career paths 	<ul style="list-style-type: none"> Apply earlier observations to a practical communication and analysis capstone project Learn how finance teams package information for different audiences Learn how feedback and iteration strengthen a workplace project before it is shared with others 	<ul style="list-style-type: none"> Conduct a capstone review and revise based on staff feedback Ask staff what misconceptions people often have about finance roles inside banks
Week 6	<ul style="list-style-type: none"> Finalize and present the performance snapshot or finance explainer to the supervisor Organize reusable placement materials or templates Present one insight from the placement 	<ul style="list-style-type: none"> Strengthen presentation skills and leave with a clearer understanding of finance careers inside large banks Identify transferable skills gained through spreadsheet work, analysis Learn how to present a finished capstone, explain its purpose, and leave behind a useful resource for staff or future students 	<ul style="list-style-type: none"> Receive final feedback and discuss next steps in finance, economics Complete a short career action plan Reflect on which parts of the capstone felt strongest and how the project could be improved in a future version



Front Office or Branch of a Community Bank

BEST SUITED FOR EMPLOYERS LOOKING TO INTRODUCE STUDENTS TO CUSTOMER SERVICE, FINANCIAL LITERACY, BRANCH OPERATIONS, AND THE NEIGHBORHOOD-FACING SIDE OF BANKING.

Sample Capstone Project

Create a youth-friendly banking resource, branch navigation guide, or financial literacy tool that helps first-time customers better understand how a community bank works.

Sample Roles

- **Customer Welcome & Service:** Greets customers, helps direct them to the appropriate service, and uses approved scripts to support a smooth lobby experience
- **Digital Banking Coach:** Helps customers learn to use digital banking tools through guided demonstrations and approved materials
- **Branch Operations:** Supports staff by updating checklists, signage, and supply trackers for routine, non-sensitive tasks

WEEK	POTENTIAL TASKS	KEY LEARNINGS	CAREER EXPLORATION / MENTORSHIP EXERCISES
Week 1	<ul style="list-style-type: none"> • Attend onboarding on professionalism, confidentiality • Tour the front office of the community bank and meet staff • Practice a professional customer greeting script • Start a capstone notebook by identifying the audience, purpose, and possible format for the youth-friendly banking resource 	<ul style="list-style-type: none"> • Understand how a community bank serves local residents and businesses through relationship-based banking • Learn the difference between front-office service roles and back-office finance functions • Learn that strong capstones begin with careful observation, note-taking, and awareness of audience needs 	<ul style="list-style-type: none"> • Create a map of key branch roles and what each person does • Join a Q&A with branch staff about how community banking differs from larger institutions • Ask a mentor what would make the youth-friendly banking resource genuinely useful in this workplace
Week 2	<ul style="list-style-type: none"> • Shadow front desk or customer service staff as they greet customers, answer basic questions • Observe how staff support account-opening processes without handling confidential customer information • Restock brochures or forms in the lobby area • Gather examples, questions, and observations that could be included in the youth-friendly banking resource, and outline a few possible sections 	<ul style="list-style-type: none"> • Learn how customer experience shapes trust in banks • Understand how branch staff translate financial products into plain language for the public • Understand how real workplace observations can be turned into a practical, non-sensitive resource or improvement idea 	<ul style="list-style-type: none"> • Create a customer journey map from branch entry to service completion • Discuss with staff what questions customers ask most often • Share an early capstone idea with a supervisor and ask what content should be prioritized



WEEK	POTENTIAL TASKS	KEY LEARNINGS	CAREER EXPLORATION / MENTORSHIP EXERCISES
Week 3	<ul style="list-style-type: none"> Observe teller-line workflow or cash-handling procedures at a high level without conducting live transactions Practice mock balancing or transaction exercises using sample materials Note two common questions customers ask staff Organize notes, sample visuals, or draft content for the youth-friendly banking resource using information learned so far 	<ul style="list-style-type: none"> Understand how accuracy, consistency Learn the importance of security and fraud awareness in branch banking Practice turning observations, mock data, or process notes into an organized draft that others can follow 	<ul style="list-style-type: none"> Interview a teller, universal banker Compare a customer service banking role with a finance or corporate role at a larger institution Ask a staff member how they would explain this work to a student, customer, or other non-expert audience and use that advice in the capstone
Week 4	<ul style="list-style-type: none"> Observe how staff handle customer education, branch promotions Review examples of branch goals Prepare materials for a branch event or display Draft or revise the youth-friendly banking resource in plain language and test whether it is clear, accurate, and useful for its intended audience 	<ul style="list-style-type: none"> Learn that community banks often play an educational role as well as a transactional one Understand how branch staff build long-term customer relationships Learn how revision, plain-language writing, and thoughtful design make workplace information easier to use 	<ul style="list-style-type: none"> Discuss with a mentor how community banking connects to neighborhood development and small business support Reflect on how a branch can feel welcoming to first-time or younger customers Review part of the capstone with a mentor and discuss what would make it more practical, polished, or audience-friendly
Week 5	<ul style="list-style-type: none"> Refine the youth-friendly banking resource into a near-final capstone draft Continue supporting sample customer education or organizational tasks Ask one employee about growth within banking 	<ul style="list-style-type: none"> Apply earlier observations to a practical customer communication capstone project Learn how financial literacy tools can help make banking less intimidating Learn how feedback and iteration strengthen a workplace project before it is shared with others 	<ul style="list-style-type: none"> Do a capstone review with the supervisor and revise based on feedback Ask staff what they wish more young people understood about banking
Week 6	<ul style="list-style-type: none"> Finalize and present the project to branch staff or the supervisor Organize materials for future customer education use Summarize one way branches build trust 	<ul style="list-style-type: none"> Strengthen presentation skills and leave with a clearer understanding of retail banking careers Identify transferable skills gained through communication, observation Learn how to present a finished capstone, explain its purpose, and leave behind a useful resource for staff or future students 	<ul style="list-style-type: none"> Receive final feedback and discuss next steps Complete a short career action plan Reflect on which parts of the capstone felt strongest and how the project could be improved in a future version



Financial / Operations Office of a Small Business

BEST SUITED FOR EMPLOYERS LOOKING TO INTRODUCE STUDENTS TO HOW FINANCE, OPERATIONS, SCHEDULING, AND CUSTOMER SERVICE ARE INTERCONNECTED IN ENTREPRENEURIAL SETTINGS.

Sample Roles

- **Operations & Scheduling Support:** Helps the team stay organized by tracking tasks, supporting scheduling, and updating simple “how-to” guides
- **Orders & Inventory Support:** Helps track orders and inventory in spreadsheets and flag low stock so the business can plan ahead
- **Customer Insights Project:** Collects customer feedback (with approval) and summarizes key themes to help improve service or sales

Sample Capstone Project

Create a small business workflow guide, tracker, or improvement idea that helps the team stay organized and explains how daily operations connect to finances.

WEEK	POTENTIAL TASKS	KEY LEARNINGS	CAREER EXPLORATION / MENTORSHIP EXERCISES
Week 1	<ul style="list-style-type: none"> • Attend onboarding on professionalism, confidentiality • Meet the owner or manager and staff involved in operations, bookkeeping • Set up a basic office supply tracking sheet • Start a capstone notebook by identifying the audience, purpose, and possible format for the small business workflow guide or tracker 	<ul style="list-style-type: none"> • Understand how finance and operations are closely connected in a small business • Learn that small organizations often require staff to wear multiple hats rather than work in narrow roles • Learn that strong capstones begin with careful observation, note-taking, and awareness of audience needs 	<ul style="list-style-type: none"> • Create a simple business model diagram showing how money and work move through the company • Join a Q&A with the owner or manager about what makes running a small business challenging • Ask a mentor what would make the small business workflow guide or tracker genuinely useful in this workplace
Week 2	<ul style="list-style-type: none"> • Shadow staff handling scheduling, purchasing • Practice categorizing mock expenses or matching sample receipts to budget categories • Sort digital files into clear folder names • Gather examples, questions, and observations that could be included in the small business workflow guide or tracker, and outline a few possible sections 	<ul style="list-style-type: none"> • Learn how everyday operational decisions show up in the finances of a small business • Understand concepts such as overhead, revenue • Understand how real workplace observations can be turned into a practical, non-sensitive resource or improvement idea 	<ul style="list-style-type: none"> • Create a flowchart showing how one product, service • Discuss with staff how they decide what to spend money on first • Share an early capstone idea with a supervisor and ask what content should be prioritized



WEEK	POTENTIAL TASKS	KEY LEARNINGS	CAREER EXPLORATION / MENTORSHIP EXERCISES
Week 3	<ul style="list-style-type: none"> Practice spreadsheet skills using sample sales, expenses Sort or summarize mock data to identify trends Prepare materials for a customer pickup or visit Organize notes, sample visuals, or draft content for the small business workflow guide or tracker using information learned so far 	<ul style="list-style-type: none"> Build familiarity with how smaller organizations use basic tools to manage finances and operations Learn that financial literacy in small businesses often means practical problem-solving, not just formal analysis Practice turning observations, mock data, or process notes into an organized draft that others can follow 	<ul style="list-style-type: none"> Interview a manager or operations staff member about the skills they use most in a small team Complete a simple cost-tracking or inventory exercise with supervisor feedback Ask a staff member how they would explain this work to a student, customer, or other non-expert audience and use that advice in the capstone
Week 4	<ul style="list-style-type: none"> Observe customer, vendor Review how the business plans around busy seasons, staffing limits Update a simple task list for the team Draft or revise the small business workflow guide or tracker in plain language and test whether it is clear, accurate, and useful for its intended audience 	<ul style="list-style-type: none"> Understand how customer service, logistics Learn that operational improvements can have an immediate impact on profitability and stress levels Learn how revision, plain-language writing, and thoughtful design make workplace information easier to use 	<ul style="list-style-type: none"> Discuss with a mentor how they prioritize when many tasks compete for attention Compare the role of a small business owner with a role in a larger company Review part of the capstone with a mentor and discuss what would make it more practical, polished, or audience-friendly
Week 5	<ul style="list-style-type: none"> Refine the small business workflow guide or tracker into a near-final capstone draft Continue supporting light spreadsheet, tracking, or organizational tasks Draft one question about running a small business 	<ul style="list-style-type: none"> Apply observations about operations, organization Learn how even small systems improvements can help a small team work more efficiently Learn how feedback and iteration strengthen a workplace project before it is shared with others 	<ul style="list-style-type: none"> Conduct a capstone check-in and revise based on feedback Ask staff what task or process creates the most avoidable stress or confusion
Week 6	<ul style="list-style-type: none"> Conduct a capstone check-in and revise based on feedback Ask staff what task or process creates the most avoidable stress or confusion 	<ul style="list-style-type: none"> Strengthen presentation skills and leave with a clearer understanding of how small businesses balance money, customers Identify transferable skills gained through practical support work and process thinking Learn how to present a finished capstone, explain its purpose, and leave behind a useful resource for staff or future students 	<ul style="list-style-type: none"> Receive final feedback and discuss next steps Complete a short career action plan Reflect on which parts of the capstone felt strongest and how the project could be improved in a future version



Financial / Operations / HR Team of a Nonprofit Organization

BEST SUITED FOR EMPLOYERS LOOKING TO INTRODUCE STUDENTS TO HOW INTERNAL BUSINESS FUNCTIONS SUPPORT MISSION, STAFF, AND PROGRAM DELIVERY IN COMMUNITY-BASED ORGANIZATIONS.

Sample Roles

- **Finance & Receipts Support:** Helps organize receipts and maintain expense logs to support accurate budgeting and reporting
- **Office Operations & Administration:** Helps keep office systems running (e.g., scheduling, file organization, templates) and contributes to a “how we work” guide
- **Donor Communications Assistant:** Helps draft thank you messages and organize outreach lists using approved templates (no access to sensitive donor data unless authorized)

Sample Capstone Project

Create a mission-support operations guide, onboarding resource, or process visual showing how finance, operations, and HR help programs run effectively.

WEEK	POTENTIAL TASKS	KEY LEARNINGS	CAREER EXPLORATION / MENTORSHIP EXERCISES
Week 1	<ul style="list-style-type: none"> • Attend onboarding on professionalism, confidentiality • Meet staff in finance, operations • Review mission terms used in team materials • Start a capstone notebook by identifying the audience, purpose, and possible format for the mission-support operations guide 	<ul style="list-style-type: none"> • Understand how nonprofit organizations use finances and operations to support mission-driven work rather than maximize profit • Learn about finance and HR • Learn that strong capstones begin with careful observation, note-taking, and awareness of audience needs 	<ul style="list-style-type: none"> • Create a mission-to-operations map reflecting finance, HR, and staffing functions • Join a Q&A with a finance, HR, or operations staff member about their role • Ask a mentor what would make the mission-support operations guide genuinely useful in this workplace
Week 2	<ul style="list-style-type: none"> • Shadow staff who manage budgets, purchasing • Observe how the organization tracks spending by program or department • Organize files for an internal process folder • Gather examples, questions, and observations that could be included in the mission-support operations guide, and outline a few possible sections 	<ul style="list-style-type: none"> • Learn how nonprofits allocate resources carefully to support programs and stay accountable to funders and stakeholders • Understand that finance and operations help make mission delivery possible • Understand how real workplace observations can be turned into a practical, non-sensitive resource or improvement idea 	<ul style="list-style-type: none"> • Create a simple chart showing how one program depends on finance, operations • Discuss with a mentor how organizations decide where to spend time and money • Share an early capstone idea with a supervisor and ask what content should be prioritized



WEEK	POTENTIAL TASKS	KEY LEARNINGS	CAREER EXPLORATION / MENTORSHIP EXERCISES
Week 3	<ul style="list-style-type: none"> Practice spreadsheet skills using sample budgets, staffing charts Sort, summarize, or categorize mock data Prepare materials for a staff or volunteer meeting Organize notes, sample visuals, or draft content for the mission-support operations guide using information learned so far 	<ul style="list-style-type: none"> Build familiarity with how nonprofits use spreadsheets and administrative systems to stay organized and accountable Learn that operational work in nonprofits often blends people support, budgeting Practice turning observations, mock data, or process notes into an organized draft that others can follow 	<ul style="list-style-type: none"> Interview staff from two different functions, such as finance and HR or operations and programs Complete a simple budget or staffing-support exercise with supervisor feedback Ask a staff member how they would explain this work to a student, customer, or other non-expert audience and use that advice in the capstone
Week 4	<ul style="list-style-type: none"> Observe how the organization plans events, staff onboarding Review examples of how finance, operations Update a checklist tied to an office routine Draft or revise the mission-support operations guide in plain language and test whether it is clear, accurate, and useful for its intended audience 	<ul style="list-style-type: none"> Understand how nonprofit operations create the structure that allows programs to run consistently Learn that HR and operations are critical to equity, staff support Learn how revision, plain-language writing, and thoughtful design make workplace information easier to use 	<ul style="list-style-type: none"> Discuss with a staff member how people, money Compare a nonprofit finance or HR role with a corporate version of the same role Review part of the capstone with a mentor and discuss what would make it more practical, polished, or audience-friendly
Week 5	<ul style="list-style-type: none"> Refine the mission-support operations guide into a near-final capstone draft Continue supporting light spreadsheet, organizational Ask one question about nonprofit career options 	<ul style="list-style-type: none"> Apply observations about mission-driven operations to a practical capstone project Learn how nonprofits communicate internal processes to staff, funders Learn how feedback and iteration strengthen a workplace project before it is shared with others 	<ul style="list-style-type: none"> Conduct a capstone review and revise based on staff feedback Ask staff what people outside the sector most misunderstand about nonprofit business functions
Week 6	<ul style="list-style-type: none"> Finalize and present the mission-support operations guide to the supervisor or a small cross-functional group Organize final materials so they can be reused by staff or future students Share one lesson about mission-driven operations 	<ul style="list-style-type: none"> Strengthen presentation skills and leave with a clearer understanding of internal business functions in nonprofit organizations Identify transferable skills gained through structured support work, analysis Learn how to present a finished capstone, explain its purpose, and leave behind a useful resource for staff or future students 	<ul style="list-style-type: none"> Receive final feedback and discuss next steps Complete a short career action plan Reflect on which parts of the capstone felt strongest and how the project could be improved in a future version



Marketing Department (Large Corporation)

BEST SUITED FOR EMPLOYERS LOOKING TO INTRODUCE STUDENTS TO BRAND STRATEGY, CAMPAIGN COORDINATION, INTERNAL COLLABORATION, AND HOW LARGE COMPANIES MARKET PRODUCTS OR SERVICES AT SCALE.

Sample Capstone Project

Create a campaign planning guide, brand communication toolkit, or workflow visual that explains how marketing ideas move from concept to launch.

Sample Roles

- **Marketing Support:** Supports the marketing team by organizing campaign materials, conducting basic market research, updating trackers, and assisting with day-to-day projects
- **Brand Marketing Support:** Assists with brand-focused projects by preparing presentations, reviewing marketing content, tracking campaign details, and supporting planning efforts
- **Marketing Operations:** Helps the department stay organized by updating spreadsheets, coordinating materials, monitoring timelines, and supporting internal marketing processes

WEEK	POTENTIAL TASKS	KEY LEARNINGS	CAREER EXPLORATION / MENTORSHIP EXERCISES
Week 1	<ul style="list-style-type: none"> • Attend onboarding on workplace communication, and how the marketing department fits into a large corporation • Review how marketing works with sales, product • List two current brand messages used by the team • Start a capstone notebook by identifying the audience, purpose, and possible format for the campaign planning guide or brand toolkit 	<ul style="list-style-type: none"> • Understand that marketing in a large corporation involves planning, collaboration • Learn that campaigns often involve multiple teams and careful review before anything is shared publicly • Learn that strong capstones begin with careful observation, note-taking, and awareness of audience needs 	<ul style="list-style-type: none"> • Create a team map showing how marketing connects to other departments • Join a Q&A with a marketing staff member about their role and career path • Ask a mentor what would make the campaign planning guide or brand toolkit genuinely useful in this workplace
Week 2	<ul style="list-style-type: none"> • Shadow staff who help coordinate campaigns, events • Observe how teams move ideas from brainstorming to draft review, approval • Check a draft asset for spelling and dates • Gather examples, questions, and observations that could be included in the campaign planning guide or brand toolkit, and outline a few possible sections 	<ul style="list-style-type: none"> • Learn how marketing teams organize campaigns and manage many moving pieces at once • Understand concepts such as audience, brand voice • Understand how real workplace observations can be turned into a practical, non-sensitive resource or improvement idea 	<ul style="list-style-type: none"> • Create a flowchart showing how a campaign idea moves from concept to launch • Discuss with a supervisor how marketing teams balance creativity with business goals • Share an early capstone idea with a supervisor and ask what content should be prioritized



WEEK	POTENTIAL TASKS	KEY LEARNINGS	CAREER EXPLORATION / MENTORSHIP EXERCISES
Week 3	<ul style="list-style-type: none"> Practice spreadsheet or presentation skills using mock campaign data, editorial calendars Sort, summarize, or chart sample information. Flag one campaign deadline on the shared tracker Organize notes, sample visuals, or draft content for the campaign planning guide or brand toolkit using information learned so far 	<ul style="list-style-type: none"> Build familiarity with the organizational and analytical tools used in marketing Learn that marketing work involves both creative communication and data-informed decision-making Practice turning observations, mock data, or process notes into an organized draft that others can follow 	<ul style="list-style-type: none"> Interview a staff member about which technical and communication skills matter most in entry-level marketing roles Complete a simple campaign-recap exercise and review it with a supervisor Ask a staff member how they would explain this work to a student, customer, or other non-expert audience and use that advice in the capstone
Week 4	<ul style="list-style-type: none"> Observe sample discussions about branding, audience targeting Review examples of brand guidelines, message frameworks Sort approved files into a campaign folder Draft or revise the campaign planning guide or brand toolkit in plain language and test whether it is clear, accurate, and useful for its intended audience 	<ul style="list-style-type: none"> Understand that strong marketing depends on clear messaging, audience awareness Learn how large companies protect their brand through review processes and shared standards Learn how revision, plain-language writing, and thoughtful design make workplace information easier to use 	<ul style="list-style-type: none"> Discuss with a mentor how marketing differs from sales, public relations Compare a creative marketing role with a more analytical or project-management role Review part of the capstone with a mentor and discuss what would make it more practical, polished, or audience-friendly
Week 5	<ul style="list-style-type: none"> Refine the campaign planning guide or brand toolkit into a near-final capstone draft Continue supporting light organizational, spreadsheet Ask one employee how marketing roles differ 	<ul style="list-style-type: none"> Apply earlier observations to a practical communication capstone project Learn how marketing teams explain strategies and results to people outside the department Learn how feedback and iteration strengthen a workplace project before it is shared with others 	<ul style="list-style-type: none"> Present a capstone draft to the supervisor and revise it based on feedback Ask staff what misconceptions people often have about marketing careers
Week 6	<ul style="list-style-type: none"> Finalize and present the campaign planning guide or brand toolkit to the supervisor Organize materials so they can be reused by future students or staff Present one takeaway about campaign planning 	<ul style="list-style-type: none"> Strengthen presentation skills and leave with a clearer understanding of marketing roles inside large companies Identify transferable skills gained through coordination, communication Learn how to present a finished capstone, explain its purpose, and leave behind a useful resource for staff or future students 	<ul style="list-style-type: none"> Receive final feedback and discuss next steps Complete a short career action plan Reflect on which parts of the capstone felt strongest and how the project could be improved in a future version



Social Media Team at a PR Agency

BEST SUITED FOR EMPLOYERS LOOKING TO INTRODUCE STUDENTS TO CONTENT PLANNING, CLIENT COMMUNICATION, BRAND VOICE, AND HOW AGENCIES MANAGE SOCIAL MEDIA FOR MULTIPLE ORGANIZATIONS.

Sample Roles

- **Social Media Assistant:** Supports the social media team by drafting sample posts, organizing content calendars, researching trends, and tracking account activity
- **Digital Content Assistant:** Assists with creating and organizing social media content by brainstorming ideas, writing captions, gathering assets, and supporting campaign execution
- **Social Media Coordinator:** Helps the agency team manage client social media accounts by updating calendars, preparing content drafts, tracking engagement metrics, and supporting daily account management

Sample Capstone Project

Create a client social media planning toolkit, content workflow guide, or sample reporting resource that shows how agency teams plan and review digital content.

WEEK	POTENTIAL TASKS	KEY LEARNINGS	CAREER EXPLORATION / MENTORSHIP EXERCISES
Week 1	<ul style="list-style-type: none"> • Attend onboarding on professionalism, confidentiality • Review how a PR agency supports different clients through social media, media relations • List hashtags or tags used for a client post • Start a capstone notebook by identifying the audience, purpose, and possible format for the client social media planning toolkit 	<ul style="list-style-type: none"> • Understand that social media at a PR agency involves representing client brands clearly and professionally across public channels • Learn that agencies often juggle multiple clients, timelines • Learn that strong capstones begin with careful observation, note-taking, and awareness of audience needs 	<ul style="list-style-type: none"> • Create a map of common agency roles and how they support client accounts • Join a Q&A with a staff member about the pace and expectations of agency work • Ask a mentor what would make the client social media planning toolkit genuinely useful in this workplace
Week 2	<ul style="list-style-type: none"> • Shadow staff as they plan posts, review drafts • Observe how posts move through drafting, internal review • Check a post draft for brand voice and timing • Gather examples, questions, and observations that could be included in the client social media planning toolkit, and outline a few possible sections 	<ul style="list-style-type: none"> • Learn how agencies adapt messaging for different audiences, platforms • Understand concepts • Understand how real workplace observations can be turned into a practical, non-sensitive resource or improvement idea 	<ul style="list-style-type: none"> • Create a workflow chart showing how one social post goes from idea to publication • Discuss with a supervisor how agencies maintain quality while handling many deadlines • Share an early capstone idea with a supervisor and ask what content should be prioritized



WEEK	POTENTIAL TASKS	KEY LEARNINGS	CAREER EXPLORATION / MENTORSHIP EXERCISES
Week 3	<ul style="list-style-type: none"> Practice writing or editing short sample captions, hashtag groupings Review examples of social analytics Save approved assets in the correct client folder Organize notes, sample visuals, or draft content for the client social media planning toolkit using information learned so far 	<ul style="list-style-type: none"> Build familiarity with the writing, editing Learn that successful content should fit both the platform and the client's goals Practice turning observations, mock data, or process notes into an organized draft that others can follow 	<ul style="list-style-type: none"> Interview a staff member about the mix of creative, client-service Complete a sample caption or reporting exercise and review it with a supervisor Ask a staff member how they would explain this work to a student, customer, or other non-expert audience and use that advice in the capstone
Week 4	<ul style="list-style-type: none"> Observe sample discussions about trends, reputation Review examples of how agencies respond to time-sensitive moments while protecting client reputation Track one engagement metric on a sample post Draft or revise the client social media planning toolkit in plain language and test whether it is clear, accurate, and useful for its intended audience 	<ul style="list-style-type: none"> Understand that agency social media work is tied to public reputation and therefore requires judgment and careful review Learn how tone, timing, and audience awareness shape digital communication Learn how revision, plain-language writing, and thoughtful design make workplace information easier to use 	<ul style="list-style-type: none"> Discuss with a mentor how social media work connects to public relations, communications Compare an in-house social role with an agency role Review part of the capstone with a mentor and discuss what would make it more practical, polished, or audience-friendly
Week 5	<ul style="list-style-type: none"> Refine the client social media planning toolkit into a near-final capstone draft Continue supporting light organizational, writing, or formatting tasks Ask one staff member about agency career growth 	<ul style="list-style-type: none"> Apply earlier observations to a practical content and communication capstone project Learn how agencies package ideas and results for clients and coworkers Learn how feedback and iteration strengthen a workplace project before it is shared with others 	<ul style="list-style-type: none"> Conduct a capstone review and revise based on staff feedback Ask staff what people often misunderstand about social media careers
Week 6	<ul style="list-style-type: none"> Finalize and present the client social media planning toolkit to the supervisor or a small team Organize final materials so they can be reused by future students or staff Share one lesson about client-facing work 	<ul style="list-style-type: none"> Strengthen presentation skills and leave with a clearer understanding of agency social media work Identify transferable skills gained through writing, planning Learn how to present a finished capstone, explain its purpose, and leave behind a useful resource for staff or future students 	<ul style="list-style-type: none"> Receive final feedback and discuss next steps Complete a short career action plan Reflect on which parts of the capstone felt strongest and how the project could be improved in a future version



Administrative Role at a Small Business

BEST SUITED FOR EMPLOYERS LOOKING TO INTRODUCE STUDENTS TO OFFICE ORGANIZATION, SCHEDULING, DOCUMENT MANAGEMENT, AND THE BEHIND-THE-SCENES ADMINISTRATIVE WORK THAT KEEPS A SMALL BUSINESS RUNNING SMOOTHLY.

Sample Roles

- **Operations & Scheduling Support:** Helps the team stay organized by tracking tasks, supporting scheduling, and updating simple “how-to” guides
- **Orders & Inventory Support:** Helps track orders and inventory in spreadsheets and flag low stock so the business can plan ahead
- **Customer Insights Project Assistant:** Collects customer feedback (with approval) and summarizes key themes to help improve service or sales

Sample Capstone Project

Create an office systems guide, scheduling/checklist tool, or process-improvement resource that helps a small business run more smoothly.

WEEK	POTENTIAL TASKS	KEY LEARNINGS	CAREER EXPLORATION / MENTORSHIP EXERCISES
Week 1	<ul style="list-style-type: none"> • Attend onboarding on professionalism, confidentiality • Meet the owner, manager • Label folders so files are easy to retrieve • Start a capstone notebook by identifying the audience, purpose, and possible format for the office systems guide or checklist tool 	<ul style="list-style-type: none"> • Understand that administrative work helps keep a small business organized, responsive • Learn that small offices often require staff to handle many different support tasks • Learn that strong capstones begin with careful observation, note-taking, and awareness of audience needs 	<ul style="list-style-type: none"> • Create an office-workflow map showing common daily administrative tasks • Join a Q&A with a manager or administrative staff member about their role • Ask a mentor what would make the office systems guide or checklist tool genuinely useful in this workplace
Week 2	<ul style="list-style-type: none"> • Shadow staff who manage scheduling, phones • Observe how office staff prioritize requests and keep information organized • Check forms for missing dates or signatures • Gather examples, questions, and observations that could be included in the office systems guide or checklist tool, and outline a few possible sections 	<ul style="list-style-type: none"> • Learn how administrative staff help information move smoothly through a workplace • Understand concepts • Understand how real workplace observations can be turned into a practical, non-sensitive resource or improvement idea 	<ul style="list-style-type: none"> • Create a process chart showing how a phone message, appointment request • Discuss with a supervisor how they stay organized when multiple requests come in at once • Share an early capstone idea with a supervisor and ask what content should be prioritized



WEEK	POTENTIAL TASKS	KEY LEARNINGS	CAREER EXPLORATION / MENTORSHIP EXERCISES
Week 3	<ul style="list-style-type: none"> Practice spreadsheet or word-processing skills using sample contact lists, supply logs Sort, update, or summarize mock administrative data Prepare materials for a meeting or visitor Organize notes, sample visuals, or draft content for the office systems guide or checklist tool using information learned so far 	<ul style="list-style-type: none"> Build familiarity with common office software and organizational tools Learn how accurate records and clear formatting help offices run efficiently Practice turning observations, mock data, or process notes into an organized draft that others can follow 	<ul style="list-style-type: none"> Interview an office manager, receptionist Complete a simple filing or scheduling exercise with supervisor feedback Ask a staff member how they would explain this work to a student, customer, or other non-expert audience and use that advice in the capstone
Week 4	<ul style="list-style-type: none"> Observe how staff support customer communication, office routines Review examples of office procedures Update a front-office checklist for staff use Draft or revise the office systems guide or checklist tool in plain language and test whether it is clear, accurate, and useful for its intended audience 	<ul style="list-style-type: none"> Understand that administrative roles help create a professional and dependable workplace experience Learn how office procedures improve efficiency, accuracy Learn how revision, plain-language writing, and thoughtful design make workplace information easier to use 	<ul style="list-style-type: none"> Discuss with a mentor how administrative support differs in a small business versus a large company Compare an administrative role with a customer service or operations role Review part of the capstone with a mentor and discuss what would make it more practical, polished, or audience-friendly
Week 5	<ul style="list-style-type: none"> Refine the office systems guide or checklist tool into a near-final capstone draft Continue supporting light filing, scheduling Ask one employee how responsibilities have grown 	<ul style="list-style-type: none"> Apply earlier observations to a practical workplace-support capstone project Learn how administrative staff create tools that improve consistency and save time Learn how feedback and iteration strengthen a workplace project before it is shared with others 	<ul style="list-style-type: none"> Conduct a mid-project review and revise based on feedback Ask staff what office task or process causes the most avoidable confusion
Week 6	<ul style="list-style-type: none"> Finalize and present the office systems guide or checklist tool to the owner, manager, or office staff Organize final materials so they can be reused after the placement Offer one idea to improve office flow 	<ul style="list-style-type: none"> Strengthen presentation skills and leave with a clearer understanding of administrative careers in small business settings Identify transferable skills gained through organization, communication Learn how to present a finished capstone, explain its purpose, and leave behind a useful resource for staff or future students 	<ul style="list-style-type: none"> Receive final feedback and discuss next steps Complete a short career action plan Reflect on which parts of the capstone felt strongest and how the project could be improved in a future version



Administrative Role at a Real Estate Office

BEST SUITED FOR EMPLOYERS LOOKING TO INTRODUCE STUDENTS TO OFFICE COORDINATION, CLIENT SUPPORT, SCHEDULING, AND THE ADMINISTRATIVE SYSTEMS THAT HELP A REAL ESTATE OFFICE STAY ORGANIZED AND RESPONSIVE.

Sample Roles

- **Real Estate Administrative Assistant:** Supports the office team by organizing files, updating property information, preparing basic documents, and assisting with daily administrative tasks
- **Office Support:** Helps keep the office running smoothly by answering phones, scheduling appointments, maintaining records, and supporting routine office needs
- **Property Services Assistant:** Assists with administrative support related to property listings and office operations by tracking information, preparing materials, and supporting team coordination

Sample Capstone Project

Create a real estate office workflow guide, listing/showing preparation checklist, or office-organization resource that supports smooth coordination.

WEEK	POTENTIAL TASKS	KEY LEARNINGS	CAREER EXPLORATION / MENTORSHIP EXERCISES
Week 1	<ul style="list-style-type: none"> • Attend onboarding on professionalism, confidentiality • Meet staff • Prepare folders for upcoming listings or showings • Start a capstone notebook by identifying the audience, purpose, and possible format for the real estate office workflow guide 	<ul style="list-style-type: none"> • Understand that real estate offices depend on organized administrative support to coordinate fast-moving schedules and client needs • Learn that office staff help connect agents, clients • Learn that strong capstones begin with careful observation, note-taking, and awareness of audience needs 	<ul style="list-style-type: none"> • Create a map of common roles in a real estate office and how they work together • Join a Q&A with an office manager or coordinator about their role and career path • Ask a mentor what would make the real estate office workflow guide genuinely useful in this workplace
Week 2	<ul style="list-style-type: none"> • Shadow staff who help manage phones, visitor greetings • Observe how the office coordinates schedules for showings, meetings • Check property packets for missing details • Gather examples, questions, and observations that could be included in the real estate office workflow guide, and outline a few possible sections 	<ul style="list-style-type: none"> • Learn how real estate offices rely on scheduling, communication • Understand concepts • Understand how real workplace observations can be turned into a practical, non-sensitive resource or improvement idea 	<ul style="list-style-type: none"> • Create a workflow chart showing how a call, inquiry • Discuss with a supervisor how the office manages busy days with many moving parts • Share an early capstone idea with a supervisor and ask what content should be prioritized



WEEK	POTENTIAL TASKS	KEY LEARNINGS	CAREER EXPLORATION / MENTORSHIP EXERCISES
Week 3	<ul style="list-style-type: none"> Practice spreadsheet, database Sort, update, or summarize mock office information Update a calendar with appointments or deadlines Organize notes, sample visuals, or draft content for the real estate office workflow guide using information learned so far 	<ul style="list-style-type: none"> Build familiarity with the office tools that support scheduling, records Learn that administrative roles often require careful formatting, organization Practice turning observations, mock data, or process notes into an organized draft that others can follow 	<ul style="list-style-type: none"> Interview an administrative assistant, office manager Complete a sample scheduling or filing exercise with supervisor feedback Ask a staff member how they would explain this work to a student, customer, or other non-expert audience and use that advice in the capstone
Week 4	<ul style="list-style-type: none"> Observe how staff prepare for office events, open houses Review examples of office procedures for greeting visitors, maintaining shared calendars Organize office materials for an open house Draft or revise the real estate office workflow guide in plain language and test whether it is clear, accurate, and useful for its intended audience 	<ul style="list-style-type: none"> Understand that administrative staff help make a real estate office feel professional, organized Learn how office coordination supports agents who are often working both inside and outside the office Learn how revision, plain-language writing, and thoughtful design make workplace information easier to use 	<ul style="list-style-type: none"> Discuss with a mentor how real estate office administration differs from general office administration Compare an administrative role with a sales-oriented role in real estate Review part of the capstone with a mentor and discuss what would make it more practical, polished, or audience-friendly
Week 5	<ul style="list-style-type: none"> Refine the real estate office workflow guide into a near-final capstone draft Continue supporting light organizational, scheduling, or formatting tasks Ask one staff member about real estate career paths 	<ul style="list-style-type: none"> Apply earlier observations to a practical office-support capstone project Learn how administrative tools can improve consistency and reduce stress in a busy office Learn how feedback and iteration strengthen a workplace project before it is shared with others 	<ul style="list-style-type: none"> Conduct a mid-project review and revise based on feedback Ask staff what office process most needs strong organization
Week 6	<ul style="list-style-type: none"> Finalize and present the real estate office workflow guide to the supervisor or office staff Organize final materials so they can be reused by future students or staff Share one idea for improving office organization 	<ul style="list-style-type: none"> Strengthen presentation skills and leave with a clearer understanding of administrative careers in real estate settings Identify transferable skills gained through office coordination, communication Learn how to present a finished capstone, explain its purpose, and leave behind a useful resource for staff or future students 	<ul style="list-style-type: none"> Receive final feedback and discuss next steps Complete a short career action plan Reflect on which parts of the capstone felt strongest and how the project could be improved in a future version



Sales or Customer Service Team (Mid-Sized or Large Company)

BEST SUITED FOR EMPLOYERS LOOKING TO INTRODUCE STUDENTS TO CUSTOMER COMMUNICATION, SERVICE STANDARDS, TEAMWORK, AND HOW LARGER COMPANIES SUPPORT CUSTOMERS AND SALES ACTIVITY THROUGH STRUCTURED SYSTEMS AND PROCESSES.

Sample Roles

- **Sales Assistant:** Supports the sales team by updating customer information, organizing materials, preparing basic reports, and assisting with day-to-day team tasks
- **Business Development Support:** Helps identify and organize potential client opportunities by researching companies, tracking outreach activity, and supporting sales projects
- **Sales Operations Assistant:** Assists with behind-the-scenes sales operations by maintaining spreadsheets, preparing presentations, tracking progress, and helping the team stay organized

Sample Capstone Project

Create a customer FAQ, service workflow guide, or training-style resource that helps explain how the team supports customers clearly and consistently.

WEEK	POTENTIAL TASKS	KEY LEARNINGS	CAREER EXPLORATION / MENTORSHIP EXERCISES
Week 1	<ul style="list-style-type: none"> • Attend onboarding on professionalism, confidentiality • Review how the sales or customer service team works with operations, marketing. • Note common phrases used in customer interactions • Start a capstone notebook by identifying the audience, purpose, and possible format for the customer FAQ or service workflow guide 	<ul style="list-style-type: none"> • Understand that customer service and sales teams help build trust, solve problems • Learn that larger companies often use structured systems, scripts • Learn that strong capstones begin with careful observation, note-taking, and awareness of audience needs 	<ul style="list-style-type: none"> • Create a department map showing how the team connects to other parts of the company • Join a Q&A with a customer service or sales staff member about their role and career path • Ask a mentor what would make the customer FAQ or service workflow guide genuinely useful in this workplace
Week 2	<ul style="list-style-type: none"> • Shadow staff as they respond to customer questions, explain products or services at a high level • Observe how staff use scripts, knowledge tools • Check a sample order or service form for accuracy • Gather examples, questions, and observations that could be included in the customer FAQ or service workflow guide, and outline a few possible sections 	<ul style="list-style-type: none"> • Learn how teams create consistent customer experiences across many interactions • Understand concepts • Understand how real workplace observations can be turned into a practical, non-sensitive resource or improvement idea 	<ul style="list-style-type: none"> • Create a customer-journey chart showing how a question or request is handled • Discuss with a supervisor how staff balance speed, courtesy, and accuracy • Share an early capstone idea with a supervisor and ask what content should be prioritized



WEEK	POTENTIAL TASKS	KEY LEARNINGS	CAREER EXPLORATION / MENTORSHIP EXERCISES
Week 3	<ul style="list-style-type: none"> Practice spreadsheet, CRM-style tracking. Sort or summarize sample information Restock printed materials or service guides Organize notes, sample visuals, or draft content for the customer FAQ or service workflow guide using information learned so far 	<ul style="list-style-type: none"> Build familiarity with the systems and metrics that support service and sales teams Learn that customer-facing work involves both communication and organized follow-through Practice turning observations, mock data, or process notes into an organized draft that others can follow 	<ul style="list-style-type: none"> Interview a team member about the skills that matter most in customer service or entry-level sales Complete a simple logging or trend-summary exercise with supervisor feedback Ask a staff member how they would explain this work to a student, customer, or other non-expert audience and use that advice in the capstone
Week 4	<ul style="list-style-type: none"> Observe sample discussions about customer feedback, recurring service issues Review examples of quality standards, escalation pathways Update a tracker with follow-up items Draft or revise the customer FAQ or service workflow guide in plain language and test whether it is clear, accurate, and useful for its intended audience 	<ul style="list-style-type: none"> Understand that customer service and sales require empathy, consistency Learn how larger teams maintain quality through training, scripts Learn how revision, plain-language writing, and thoughtful design make workplace information easier to use 	<ul style="list-style-type: none"> Discuss with a mentor how customer service differs from sales while also overlapping in key communication skills Compare a frontline support role with an account-management or operations-support role Review part of the capstone with a mentor and discuss what would make it more practical, polished, or audience-friendly
Week 5	<ul style="list-style-type: none"> Refine the customer FAQ or service workflow guide into a near-final capstone draft Continue supporting light organizational, training, or documentation tasks Ask one employee how goals are measured 	<ul style="list-style-type: none"> Apply earlier observations to a practical communication capstone project Learn how teams turn common questions and service patterns into helpful tools and training materials Learn how feedback and iteration strengthen a workplace project before it is shared with others 	<ul style="list-style-type: none"> Present a capstone draft to the supervisor and revise it based on feedback Ask staff what people often misunderstand about service or sales careers
Week 6	<ul style="list-style-type: none"> Finalize and present the customer FAQ or service workflow guide to the supervisor or a small team Organize final materials so they can be reused by future students or staff Present one lesson about serving customers well 	<ul style="list-style-type: none"> Strengthen presentation skills and leave with a clearer understanding of sales and customer service roles in larger companies Identify transferable skills gained through communication, observation Learn how to present a finished capstone, explain its purpose, and leave behind a useful resource for staff or future students 	<ul style="list-style-type: none"> Receive final feedback and discuss next steps Complete a short career action plan Reflect on which parts of the capstone felt strongest and how the project could be improved in a future version





FEEDBACK

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