Challenge 1: Navigating the line between being a mentor, a friend, and a supervisor.

An intern has approached you several times outside of their regular check-in times to chat about fellow interns, the upcoming enrichment sessions, their upcoming doctor’s appointments that will require them to miss a morning session, and will step away from the activity they are facilitating to make small talk with you. While you are glad they are comfortable with you, you know you reviewed appropriate persons to contact and methods to contact during orientation and feel the need to readjust.

- As the intern’s manager, how do you handle this situation?
Challenge 2: Setting clear expectations and following up to make sure they are being met.

You are planning an orientation session for a cohort of 20 new youth workers at your institution. You have a great deal of information to cover - from emergency and evacuation procedures, to appropriate contact persons within your department, to setting expectations for the program requirements, best practices with interacting with the public, and facilitating multi-generational learning activities. You assisted interviewing this group and know they are enthusiastic about your program and are excited about the prospect of being in a group of like-minded peers.

- As an intern, what would you like to see in an orientation?
- As a manager, how would you structure this orientation?
Challenge 3: Finding the best way to support a youth intern, staff, or volunteer who may not necessarily be interested in the department they're in, but may be interested in something else around the museum (or not interested in museums at all, including those who are doing it as a resume-booster).

You have just started a youth employment position at BIG CITY MUSEUM. You have always wanted to work at this museum, and you know your background helped you land this competitive internship. Upon arriving at orientation, you find there is a schedule and agenda for each day of the program, and your position relates specifically to just one department. You had been looking forward to exploring your own (long!) list of interests during your time there, but do not see an opportunity in the schedule to do so.

- As the youth employee, how would you address this with your supervisor?
- As the supervisor, how would you balance this individual’s interests with the position they have been hired to do?
Challenge 4: Supporting each individual intern, volunteer, and staff member when they are in cohort of other interns/staff.

You know from interviewing your summer youth staff that they represent a variety of interests and backgrounds. They are excited to be part of a larger museum environment that overlaps with many of these interests, however you know you may to underscore the importance of their specific role and responsibilities.

- As an intern, how do you make sure your individual interests are met over the course of the internship?
- As supervisor, how do you ensure you meet their interests as well as the needs of your program?
Challenge 5: Ensuring that youth interns/staff/volunteers are doing meaningful and relevant work.

You have on-boarded a group of youth employees and interns as educators for your drop-in learning programs, which typically see a spike in attendance during the summer months. They are responding well to days with busy attendance, and enjoy the fast pace and have risen well to the challenges of interacting with the public. On slow days, however, they are listless and frequently ask for things to do.

- As a supervisor, how do you ensure your young staff have meaningful and relevant work to do throughout their term?
- As an intern, what could you do to take initiative in this scenario?