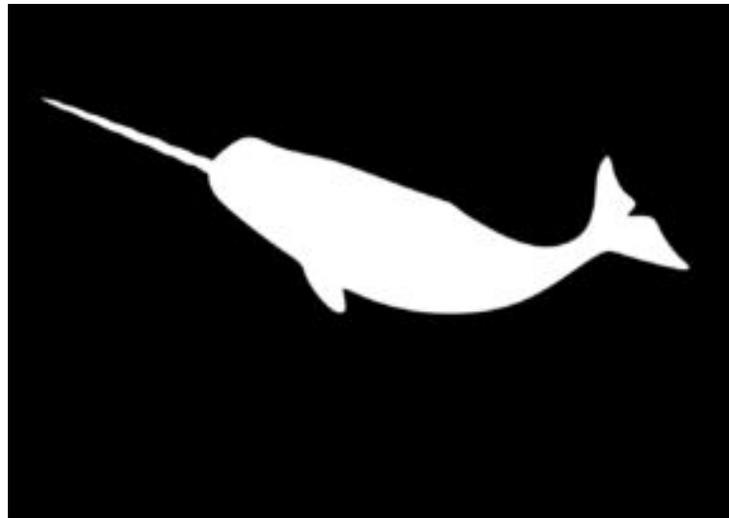


City High School Internship Handbook 2019-2020



“Tell me I forget.
Teach me and I may learn.
Involve me and I learn.”
-Dr. Herb True

Important Dates 2019-2020

August 29: Internship Mentor and Internship Orientation at 37 E. Pennington

September 3: Internships Officially Start

October 7 - October 11: Fall Break (No Hours Required)

November 23-24: Thanksgiving Break (No Hours Required)

December 12: Mid-year Evaluation and Reflection Due (submitted online)

December 23, 2019 - January 3, 2020: Winter Break (No Hours Required)

February 19: Career Day Presentations (mandatory for student interns only)

February 20 and 21: Rodeo Break (No Hours Required)

March 16 - 20: Spring Break (No Hours Required)

May 1: Last day of internships

May 6: Mentor Appreciation Banquet (Time to be announced)

May 8: End of year Evaluation and Reflection Due (submitted online)

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1. Competencies and Performance Indicators

Complex Communication: Masters Core Communication skills for the workplace.

a. Delivers content accurately (Evidence)

i. Transfers information, messages and written communications with precision, using correct grammar, spelling and punctuation.

b. Uses communication style appropriate to audience and situation (Expression)

i. Communicates for a specific audience or situation, practicing styles used by the industry.

c. Listens actively (Perspective)

i. Makes an effort to understand and comprehend others, putting the speaker at ease, staying focused on the speaker, avoiding personal bias related to the speakers mannerisms and habits, listening for ideas, watching gestures and expressions and acknowledging the message being presented. Discerns fact from opinion. Identifies information to complete work task. Can recap and follow instructions, maps, forms and schedules.

d. Resolves conflicts (Perspective)

i. Identifies areas of agreement/disagreement. Focuses on issue to be resolved, rather than the personalities, in order to understand a conflict and clearly outline the problem. Addresses conflict without bias and generates solutions through reasoning and communication.

Collaboration: Commits to achieving collective goals and building trust.

a. Contributes personal strengths (Reflection)

i. Demonstrates understanding of personal skills, strengths and limitations and uses self-knowledge to contribute to the organization.

b. Respects contributions of others
(Perspective)

i. Deals with team members, other employees and community members in a respectful and professional manner. Incorporates the ideas and contributions of others to advance team goals.

c. Builds team relationships (Perspective)

i. Approaches others in a courteous and honest manner, finding common ground and building connections. Is comfortable with asking and giving assistance and apologizes for negative behaviors, letting go of slights and negativity from others. Addresses personal conflicts with other team members expecting a positive outcome.

d. Manages information with sensitivity
(Evidence)

i. Follows communication protocols, adheres to confidentiality policies and reports information to relevant team members. Protects client information and conveys information to the client with sensitivity, empathy and respect.

Thinking and Innovation: Practices inquiry and reflection (I/R) to take action in the workplace.

a. Maintains attitude of openness (Inquiry)

i. Expresses curiosity about work environment and processes, seeking suggestions and feedback on work from others. Navigates different cultural influences and adapts personal preferences in order to meet the

goals of the department, being flexible to new ideas and possibilities. Learns from others.

b. Explores for deeper understanding
(Reflection)

i. Seeks to understand what, when, how and why things work as they do, and their connection to workplace operations. Understands how personal contributions impact workplace goals and makes improvements based on this understanding.

Professionalism: Adheres to organizational protocol related to behavior, appearance and communication.

a. Communicates according to organizational standards
(Expression)

i. Uses accepted standards of business communication - written, oral and electronic - to perform tasks and solve problems. Communicates in accord with organizational policy.

b. Uses time productively (Action)

i. Arrives at work on time, spends minimal time on personal business (cell phones, social networking and texting), balances multiple tasks. Employee uses time effectively, completes tasks within an appropriate amount of time, works smart.

c. Communicates mission and position
(Expression)

i. Represents the organization in a positive and professional manner by communicating one's job responsibilities and how one's job supports the mission.

Professionalism: Produces work that reflects professional pride.

a. Produces high quality work (Expression)

i. Recognizes what it means to be excellent in a profession/job. Connects mastery of skills and high quality work to success in the workplace.

b. Takes initiative to improve work (Action)

i. Does whatever it takes to improve work and meet or exceed organizational standards by seeking feedback, researching ways to improve process/ product and pursuing satisfaction in work well done.

Initiative and Self-Direction: Exercises leadership in the workplace.

a. Engages individual strengths (Action)

i. Draws upon the strengths of self and others to accomplish work.

b. Innovates to improve productivity (Inquiry)

i. Seeks to be more productive - asking questions to clarify assignments and investigating alternative resources.

2. Mentor Expectations and Responsibilities

1. Provide a variety of meaningful experiences for the student intern

2. Provide a prearranged schedule for intern to complete hours

3. Complete Orientation to Business form with intern

4. Provide adequate supervision and a planned program of internship activities

5. Assists in the evaluation of the student intern

6. Complete mid-year and end of year online evaluation forms
7. Provide appropriate instructional material and occupational guidance for the student intern
8. Attend mandatory meetings with Intern
9. Get to know your intern
10. Work with intern to gain independence and genuine contributions to your organization

3. Introduction

You are participating in what City High School hopes will be a challenging and valuable learning experience.

3.1 Interns

Your experience in the professional world is beginning. You have an opportunity to work and learn in an adult environment. Make sure that you take advantage of every chance you get to learn from the advice and guidance that your mentor is willing to provide.

Make sure that you locate and clarify answers to the following questions before you begin:

- How should I prepare for my first day?
- What do I do if I am sick and can not make it to my internship?
- When and where are my timesheets due?
- Where can I get information about my workplace?

Your internship is a great opportunity to explore your interests, discover areas for future study, and make professional connections.

3.2 Mentors

Thank you for agreeing to be a mentor.

Most adults can identify a person who, at some time in their life, had a significant and positive impact on them. Through your willingness to invest time in our students, you are creating an opportunity to have a huge impact on their lives as well as their futures.

In business, mentors assist with orientation, career advancement, problem solving, coaching, and support. Mentors can help employees deal with challenges associated with a successful, productive, and meaningful work-life. It is our hope that you, as a mentor, will assist your intern in the same manner and facilitate their introduction into the professional world.

We believe that an internship can be a very positive experience for you and your organization, both personally and professionally.

4. The Program

4.1 Program Overview

Working side-by-side with older accomplished people in order to learn is not a new concept. Apprentices learned the specific skills of their mentors by helping them on the job and progressively took on more responsibility as they gained additional skills and experience. Modern internships resemble apprenticeships, except in one crucial way: modern internships

are designed to teach young people general work skills, not just the specific skills of their mentor.

According to Partnership of 21st Century Skills, the world is changing rapidly and one of the ways that we can, not only help our youth keep up, but genuinely prepare them for this rapidly changing future, is to expose them to relevant life and career skills. City High School has been preparing students for this since their Freshman year with a focus on our Habits of Heart and Mind, and the Internship Program is the capstone experience, with an emphasis on the following five basic competencies:

- Flexibility and Adaptability (Inquiry)
- Initiative and Self-Direction (Action)
- Social and Cross-Cultural Skills (Perspective)
- Productivity and Accountability (Evidence)
- Leadership and Responsibility (Expression)

(Source: "21st Century Skills: Rethinking How Students Learn.")

It is our hope that through this experience and with the dedicated efforts of mentors, we will better prepare our students for this future.

4.1.1 Program Summary

Insurance: Interns are covered by City High School liability insurance while on-site.

Schedule: A year long, averaging 4-6 hours per week for a total of 120 hours. No hours are required during school breaks

Transportation: Must be provided by student.

Goals:

- a) Teach students workplace and academic skills through project-based learning in a real-world environment.
- b) Provide local organizations with a well-supported intern who provides a modest return on investment.
- c) Foster students' personal growth and understanding of the adult world in work and learning.

4.2 Successfully Completing an Internship

4.2.1 Interns

Complete the following criteria:

- a) Be on time and onsite
- b) Communicate clearly and ask for feedback
- c) Work with your mentor to contribute to the organization's success
- d) Submit online weekly timesheets
- e) Complete presentation for Career Day

4.2.2 Mentors

Interns function best when treated like adult employees, with respect, freedom and clear expectations. Try to get to know your intern as a person and give him/her time and space to get acclimated to the new surroundings. When time permits, talk to your intern about what you have

learned in your current position and, more generally, about navigating the world of work.

4.3 Changing or Losing Internship

4.3.1 Changing an Internship

Internships can be changed under the following circumstances:

- The internship is unsafe in any way
- There is a mismatch between mentor and mentee that impedes learning

If this occurs the Intern needs to schedule a meeting with Internship Coordinator, and Mentor if it's appropriate.

4.3.2 Losing an Internship

It is possible for an intern to be fired from an internship. If an intern gets fired from an internship they are responsible for the following:

- Finding their own internship within a 2-week period of their being fired -
- Connecting the Internship Coordinator with their new mentor

It's important to remember that the Senior Internship is a graduation requirement. All students must complete the 120 hour (average 4 hours a week for 30 weeks) internship to graduate.

5. The Workplace

5.1 Starting Your Internship

5.1.1 Interns

- Dress to impress the first day. You will have time to adjust to the dress code once you see the work culture on site.
- Get two business cards from your mentor. Give one to the internship coordinator and keep one with you so you can contact your mentor as needed.
- Ask questions.

5.1.2 Mentors

We encourage mentors to build one-on-one relationships with their interns. Interns often surprise their mentors with their maturity and job performance when they are given responsibility with clear expectations, shown respect and treated like young adults.

Take the time to have lunch with your intern and get to know them better. If you can fit it in and are interested, take the time to visit their school. The experience will help you relate to your intern's educational experience.

5.2 Workplace Behavior

5.2.1 Interns

The workplace is very different from school. You are not graded and tested, and you **can** be fired. Your responsibility at the work site is to help the organization be successful. Along the way you are expected to learn, ask questions, work on creating your own project that will benefit the organization, be considerate of your co-workers, come to work on time and have a positive attitude.

5.2.2 Mentors

For many students this will be their first workplace experience. They may need your guidance in making the transition from school to work.

Do not hesitate to communicate directly and openly with your intern about behavior that is disruptive or counterproductive. Feel free to contact the Internship Coordinator for support.

5.3 Communication

5.3.1 Interns

You may be surprised at the level of continuous communication at the workplace: email, cell phones, meetings, hall discussions, lunch, meetings, etc. Keep your mentor's business card with you. If there is something you are unsure of and require assistance, you can call, email, or ask for a meeting with your mentor.

5.3.2 Mentors

Interns do not understand the importance of communicating at a level you take for granted, even though they have the skills. Make sure they know what is expected of them regarding timeliness, email dos and don'ts, and use of company equipment. More important, explain **why** these procedures and standards exist.

5.4 Technology

5.4.1 Interns

Assume that all you do electronically at work is visible to your boss and the world. Organizations own their technology and pay for its upkeep so it can be used to keep the organization running well. Because it is owned by them, they can legally monitor and record all employee surfing, emails, phone calls, server access etc. Do not fool around on company computers, Internet connections, or phones.

If you need to check your personal email via the web, do it on breaks or at lunch. The same applies to office phones, If another employee is making personal phone calls or

paying bills online, it does not mean you should mirror this behavior. If you need to talk to friends or family, keep it brief and try to make all personal calls on breaks or at lunch.

5.4.2 Mentors

Explain your organization's policy on use of technology to your intern. It would also be helpful to explain that interns will be treated like any employee and expected to control their behavior and technology use.

5.5 Meetings

5.5.1 Interns

If applicable, ask if you can observe company meetings. Meetings are where a lot of decisions affecting your workplace are made, so it is good to attend if possible. Here are some guidelines to follow:

- Bring a notebook and pen
- Arrive 5 minutes early
- Introduce yourself to the meeting leaders and ask if you can observe (even if you already have permission from your mentor)
- Ask mentor where you should sit
- Sit up straight
- Keep eye contact with whoever is speaking
- Listen carefully and try to ask one question pertaining to something the speaker said

5.5.2 Mentors

We encourage you to bring interns to any meetings that are appropriate. Provide your intern with your organization's meeting guidelines beforehand. Try to provide constructive feedback after the meeting.

Please consider ways to express expectations in a firm yet positive manner. Communicating respect and regard for others, while holding them accountable, can be an invaluable skill your intern will learn from you.

5.6 Deadlines

5.6.1 Interns

Rules in following deadlines:

- Respect deadlines
- Change a deadline with your mentor *before* you miss it

Your school assignment deadlines are not your mentor's deadlines. Give your mentor a few days lead time if you need to meet with them.

5.6.2 Mentors

Please treat your intern like any other employee in terms of responsibility and communication. Realize that they may need additional clarification and feedback regarding the expectations of workplace communication and protocols.

5.7 Attendance

5.7.1 Interns

It is critical that you show up to your intern site when you are scheduled. Remember, unlike school, you can actually be fired from your internship and you will receive a failing grade at school.

- Always use the process you and your mentor agreed upon when you are going to miss a scheduled time.
- You must contact your mentor 24 hours PRIOR to missing a day
- If you leave the site without permission it can lead to termination of your internship contract.

5.7.2 Mentors

- Treat interns as you would any new employee.
- Notify the Internship Coordinator as soon as possible if interns do not show up.
- Speak to the intern and notify the Internship Coordinator if interns are consistently late or leaving early.

5.8 Mistakes

5.8.1 Interns

Everyone makes mistakes. How you handle the mistake is what is most important. First and foremost, immediately tell your mentor and take full responsibility. This is the most difficult part of making a mistake, to own up to it. Learn from your mistakes and try not to repeat them.

5.8.2 Mentors

Everyone makes mistakes—even mentors. Your intern will not only be trying to learn from his/her mistakes, but also observing and learning from how you handle your mistakes and challenges.

5.9 Legal: Insurance and Intellectual Property

5.9.1 Interns

You are covered through school liability insurance while you are at your internship. Anything you create belongs to the organization at which you are interning. Businesses protect their interests by establishing an intellectual property policy. The privilege of working at your intern workplace is dependent upon your agreeing to abide by the IP policy.

5.9.2 Mentors

CCCL has bonded insurance for the intern while on your site, with the same coverage as if they were on campus.

Interns understand that any intellectual property they create while on the internship are the sole property of your organization. Interns will sign any required non-disclosure forms.

5.10 Expectation Management

5.10.1 Interns

What does “Expectation Management” mean and why is it important to you? Expectation management is a major key to success in the working world. It means to literally manage one’s own expectations, and to manage other people’s expectations of you. For example: You are doing a project as an intern, so people are expecting certain things from you at certain times. Manage this by writing up a project description.

Unfortunately, many people set expectations for others that are very hard to meet. So, expectation management is really a way of helping you be more successful at work. The best part of expectation management is that you are in control of your own success.

5.11 Tips for Workplace Mentors

-Keep a watchful eye

Watch for signs of boredom or indifference. Try to create opportunities and experiences that foster discovery of new ideas and development of new skills.

-Ask open-ended questions

Check periodically to see how well and how much the student is learning. Ask open-ended questions such as, “What has been most challenging to you these past few weeks?”

-Provide support without rescuing

Too often mentors say “Let me show you how to do that,” when they should be asking, “What do you think you should do next?” It takes patience and courage to stand back and let a student risk failure. However, the most significant growth happens through the discomfort of grappling with a new situation.

-Avoid messages of perfection

The greatest gift a mentor can give students is to be authentic. When you make a mistake, you can show how you learn from that mistake and are more competent as a result. Make sure the student sees and hears that you are not always an expert and that you are still a learner yourself.

5.12 Including Intellectual Rigor in the Workplace

Connections: It is essential students see how their work relates to their lives, the work of others and broader purposes (community, economy, environment). In addition, always ask the student how what they are doing in the workplace connects to what they are learning in school.

Perspective: It is important for students to be able to identify the perspective from which someone approaches a situation. Ask students to explain their point of view and consider how things look from another point of view.

Evidence: In school, students need to develop the habit of giving evidence for any point they are trying to make. They should be encouraged to do the same at the workplace. In your conversations with students, ask them to elaborate on their thoughts and support their ideas. Don't be satisfied with one word responses.

Speculation: It is important for students to know that there is more than one way to accomplish a task and that their feedback is important. Where it is appropriate, ask students to consider ways of managing a place or ways to more efficiently spend time.

Significance: Students need to understand why the project they are working on is significant. It makes a great impact on students if their efforts have contributed to the success of the organization or project. Help students reflect on the importance of their work for their own development.