



Summer Internship Packet

New Mexico Public Education Department
College and Career Readiness Bureau
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RULES OF THE INTERNSHIP

<u>DON'T</u>	<u>DO</u>
● Come into work late	● Arrive early every day
● Call into work for <i>same day</i> absence	● Do let your mentor know ahead of time
● Not show up for work without notice	● Call into work to let them know you cannot make it (legit reason)
● Go on 1 week family vacation during your internship	● Plan with your mentor when you need time off
● Lie, steal, or be disrespectful	● Be honest and respectful
● Fight, substance abuse	● Self-control
● Dress inappropriately	● Dress appropriate for worksite
● Keep a problem or concern to yourself	● Communicate with your WBL Coordinator about a problem or concern
● Bring your negative emotions into the workplace	● Have a positive attitude
● Get on your phone during downtime	● Find a way to be productive
● Breach confidentiality	● Keep confidentiality
● Overstep your boundaries	● Think twice before you act
● Be afraid to make mistakes	● Try your best, positive results will come!
● Try to wing it if you don't understand	● Ask questions to gain a better understanding of tasks assigned
● Ask your mentor to do your timesheet	● Your timesheet first, ask mentor to sign or initial <i>only</i>
● Take random photos and blast them on social media	● Ask your mentor to take a photo/video of you working hands-on

IMPORTANT

CONFORM TO RULES, REGULATIONS, AND SAFETY STANDARDS OF THE WORK-SITE AND MAINTAIN CONFIDENTIALITY

WBL: INTERNSHIP SUMMER PROCESS

BEFORE

- 1. Attend Summer Internship Orientation**
-

DURING

Summer Internship:

- 2. Every Monday: Attend Employability**

Workshops w/ Adult Coordinator

- 3. 10-20 hours at Intern-site: 2-4x Week**

- 4. Timesheets/Skills Grid: 2-4x Week**

- 5. Employer Evaluation Reflection: 1x Week**

WBL: INTERNSHIP ON THE JOB SEQUENCE

Onboard Training Observation Hands-on

NOTE: The sequenced training are suggestions/examples only - we ask business partners to be creative in offering a unique experience positioned within YOUR company culture.

- 1. Onboard Training –**
 - a. Orientation & Training per company policy & standards
- 2. Observation –**
 - a. Observe different departments within company
 - b. Choose mentor(s) within company for student to shadow
 - i. Student(s) may express areas of interest for pairing
 - ii. Mentor can change, be flexible
 - c. Shadowing should last anywhere from 2-3 intern-site visits (1 week)
- 3. Hands-on –**
 - a. *Example I:* Dependent on student(s) maturity level –
 - i. Give student(s) small (supervised) tasks
 - ii. Examples: Answer phones, file business documents (if applicable & in line with confidentiality agreement)
 - iii. Input data on company's database
 - iv. Respond to professional emails, follow up emails, etc.
 - b. *Example II:* Dependent on student(s) maturity level –
 - i. Assign projects to student(s)
 - ii. Examples: Research business problems – create/pitch solutions
 - iii. Have student(s) review and revise social media campaign
 - iv. Plan or Support an event or major meeting
 - c. *Example III:* Assign a role for intern –
 - i. Low - Middle (Maturity) Level: Entry level position
 - ii. High Level: Project Manager

DO:

- Offer students an opportunity to learn from within your company at levels where they progress with hands-on and real-world productivity and experience.
- Encourage and push students to get better every day.

DON'T:

- Give students 'grunt' work. i.e., go-fer, broom pusher, coffee runner.
- Allow student(s) observation or collaboration with confidential materials or client's personal history (i.e., HIPAA).

FAIR LABOR STANDARD ACT: HAZARDOUS OCCUPATIONS

Hazardous occupations for minors age 16 and 17
Students under 18 may not engage in the following occupations

OCCUPATIONS INVOLVED OR IN CONNECTION WITH:

- **Explosives**
- **Motor-vehicle drivers**
- **Mining**
- **Logging including sawmill**
- **Power-driven woodworking machinery**
- **Radioactive substances**
- **Hoisting apparatus'**
- **Elevators**
- **Cranes**
- **Derricks**
- **Hoists, and high lift trucks**
- **Metal forming/punching/shearing machines**
- **Slaughtering/meat packing**
- **Power driven bakery machines**
- **Paper product machines**
- **Manufacture of brick**
- **Tile and kindred products**
- **Circular saws**
- **Band saws and guillotine shears**
- **Wreacking, demolition, and ship breaking**
- **Roofing occupations and excavation operations.**

SUMMER INTERNSHIPS: MENTOR EVALUATION REFLECTION

	<u>Mentor Response Score</u>	<u>Student Response Score</u>
• <u>Work Habits & Attitudes</u>		
• <u>Interpersonal Effectiveness</u>		
• <u>Technical Skills</u>		
• <u>Quality of Work Accomplished</u>		
• <u>Dependability</u>		
• <u>Communication Competencies</u>		
• <u>Mathematical & Problem-Solving Competencies</u>		
• <u>Appearance & Grooming</u>		

• Are your scores close to your mentor score? Why or why not? Surprises?

• What can you do to improve your lower scores?

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EMPLOYABILITY SKILLS DEFINITIONS

Professionalism –

Specific style of behavior in the workplace

Effective Communication –

Transferring information effectively from one place to another, whether it is vocally, written, visually or non-verbally

Ethical Behaviors –

Values or standards which direct the way individuals interact with others

Critical Thinking –

Being able to evaluate arguments and information quickly, solve problems creatively and identify mistakes with efficiency

Problem Solving –

Requires gathering reliable information, assessing the information for answers and selecting a suitable solution based on the situation

Teamwork –

Working effectively and efficiently with others

Leadership –

Ability to motivate people to accomplish a better result for an organization

Knowledge of Technology –

Allows businesses to expand quickly and efficiently, for example: video conferencing, social networks, email.

Stress Management –

Ability to cope with job stress which benefits an individual's personal and professional life

Work-Life Balance –

Is defined as an employee prioritizing between work productivity, responsibilities and their lifestyle outside of work, such as family life.

Productive Work Habits –

Choosing to work smart every day through consistent behavior, resulting in increased productivity

Time Management –

Ability to plan and execute control over the amount of time spent on specific activities to effectively accomplish goals in a timely manner

KWL

Directions:

Complete the following chart. Make a list of things you already know and things you want to know about employability skills. After the presentation, make a list of any new or additional concepts you may have learned.

K	W	L
What I KNOW	What I WANT to Know	What I LEARNED

Professional Qualities

Directions:

1. Your instructor will divide the class into groups of three or four.
2. Based on the professional qualities described in the presentation, create a skit in which you act out one of the following examples of bad professional behavior.
 - Margret is told by her employer to write a memo and she complains loudly about having to do the work to her coworkers
 - Sam yells at his employee for making a mistake during a presentation
 - Susan shows up 17 minutes late to an important work meeting
 - George gossips about his coworker behind his back
 - Kelly steals supplies from other coworkers desks for her own use
3. Once you have written and practiced your skits, perform it in front of the class.
4. After you have performed the skit, lead a class discussion on how to exhibit positive professional behavior in the situation.

Communication Dos and Don'ts

Directions:

1. Using the Internet, library or any other available resources, research effective communication techniques in customer service and for communicating with coworkers and managers.
2. Make sure to locate information on the following communication methods:
 - Verbal (conversations, letters, etc.)
 - Nonverbal (facial expressions, body movements, eye contact, etc.)
 - Digital (e-mails, instant messengers, etc.)
3. Create a dos and don'ts checklist on a poster detailing your findings. Posters should contain:
 - A heading
 - At least 10 different dos and don'ts
 - A creative design
4. Attach a citation sheet listing all sources used.
5. Share your checklist with the class.

Ethics at Work

Directions:

Students will begin class by creating an example of one of the offenses listed below and discuss with the class. After each student has presented their scenario, have the class offer alternatives to the action and what they think would be the consequences of the action.

- Taking home a pen or pencil provided by the company
- Making copies of personal paperwork
- Taking copy paper for your personal printer
- Making a personal phone call at work
- Driving the company car on a non business trip
- Taking money out of petty cash
- Looking at other employees paychecks
- Taking home a roll of paper towels
- Playing games on the internet on company time
- Using the fax machine for personal business
- Using the postage machine for personal mail
- Asking other employees how much money they make
- Making offensive comments about other employees
- Using inappropriate language at the office
- Talking down to potential customers
- Giving your friends a discount which is only available to employees

Critical & Creative

Directions:

Read the following scenarios and list the steps necessary to solve the problem using both critical and creative leadership skills.

1. A company is creating a new product and must determine how to effectively create the product as well as appeal to the market and target a wide range of customers.
2. Human resources must decide whether to suspend or terminate an employee for allegedly conducting unethical behavior.
3. An employee working in customer service is dealing with a customer who is unhappy with one of their products.
4. A supervisor is unhappy with the performance and work of an employee.
5. An employee is having trouble with a current project and needs help.

Problem Solving

Directions:

Read the following common workplace scenarios and brainstorm a list possible solutions while using critical thinking skills to resolve the conflicts. Participate in a class discussion to share your findings with the class.

1. Becky is feeling extremely overwhelmed and stressed with her current work load.
2. Julie and Stephanie are having difficulty getting along in the workplace and often disagree on ideas for projects.
3. James often feels underappreciated at work and feels as though his quality of work on projects is unrecognized.
4. Chris is extremely frustrated because his co-workers have taken credit for all of the hard work he has put towards a project.
5. Sarah is discouraged because she received a bad performance review from her boss.

Team Roles

Directions:

Your class has been tasked with solving the school's need for better advertising of school activities such as sports, clubs and dances.

1. You will work in groups of five to eight, and your instructor will assign each student in your group a team role as discussed in the presentation.
2. As a team, identify responsibilities of each role.
3. Interact with your team according to your assigned role. As a team, develop a flowchart or other type of graphic organizer to illustrate processes taken and tasks assigned to each team member.
4. Execute the plan by designing, organizing, creating, reflecting, maintaining and updating processes and team member responsibilities as needed.

Parts of a Leader

Directions:

In groups of three or four draw the body of a person and label what you think are the “parts of a leader.”

1. At least seven parts must be labeled. An example would be drawing eyes on the person, labeling them and then explaining the eyes are needed because a leader must have a “vision.”
2. Have the groups present their leaders and create a composite leader using all the examples the groups provide.

Managing Stress

Directions:

1. In groups of three to four, brainstorm and research common techniques which are used to manage stress. For example, using a stress ball.
2. Create a Microsoft® PowerPoint® presentation which includes the following information:
 - Three to four stress management techniques
 - Three to four benefits of stress management
 - Two to three effects of not managing stress
3. Be sure to cite all sources used.
4. Share your presentation with the class.
5. After completing your presentation, demonstrate at least two of the presented stress management techniques.

Work-Life Balance

Directions:

1. Using the Internet, library or any other available resources, research and develop a list of at least 15 tips an employee can use to improve their family life as well as their workplace productivity.
2. Provide examples, strategies or ideas which will help employees implement the tips.
3. Attach a citation sheet listing all sources used to your list.
4. Participate in a class discussion to share your tips with the class.
5. Once all tips have been presented, write one or two paragraphs describing the importance of work-life balance and the effects of family life on workplace productivity to turn in to your instructor.

Work Habits: Good vs. Bad

Directions:

Using the table below, exhibit and describe good, productive work habits versus unproductive, bad work habits.

Good Work Habits	Bad Work Habits

STUDENT ACTIVITY

EMPLOYER RESPONSIBILITIES AND LINES OF COMMUNICATION

Employer Responsibilities

- Sign training and confidentiality agreements'
- Review progress with the student periodically
- Verify and sign student time card and skills grid weekly
- Work with students to coordinate work schedules
- Evaluate student performance via Google Survey every Friday
- Provide an environment free from all types of harassment
- Support the missions of NMPED and Your Organization/Company: to enhance the health, safety and quality of life for all residents of the state of New Mexico

Lines of Communication

Mentor:

1. Adult Coordinator
2. Parent/Guardian

Student:

1. Mentor
2. Adult Coordinator

- Contact Info: Name _____, Adult Coordinator
 - Phone: _____ Email: _____
- Contact Info: Name _____, Mentor
 - Phone: _____ Email: _____
- Parent/Guardian Emergency Contact Name and Phone: Note – Do NOT contact unless emergency.

Parent/Guardian (PRINT)	Daytime Phone
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Student Intern (PRINT)	Phone Number
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STUDENT TRAINING AGREEMENT

Student Name: _____ High School: _____

Student Phone: _____ Email: _____

Start Date: _____ End Date: _____ Hr/Week: _____

Intern-Site: _____

Intern-Site Supervisor Name: _____ Address: _____

Intern-Site Phone: _____ Email: _____

The **Participant** agrees to accept, and the **Parent/Guardian** agrees to support the following:

3. Regularly attend all days at the training location. Follow all rules of the Organization including all expectations and obligations set forth in the Summer Internship Packet, the Confidentiality Agreement, and any other agreements with NMPED related to WBL.
4. Notify the employer and WBL Coordinator prior to any absences.
3. Demonstrate honesty, punctuality, cooperation, proper grooming, and a willingness to learn.
4. Consult WBL Coordinator and employer about any problems that arise in the course of the internship.
5. Conform to the rules and regulations of the training site, and maintain confidentiality.
6. Complete required pre placement workshops and furnish necessary information within Timesheet/Skills Grid and Employer Evaluation Reflections.
8. Transportation to and from the internship is the responsibility of the parent/guardian.
9. Understand that neither NMPED nor the Employer guarantees any particular outcome for the student as a result of the internship in terms of licensure or certification.
10. Understand that the student may be removed from the internship at the discretion of the Employer.
11. Students understand that this is a paid internship, and must complete the internship in order to receive full compensation.

Student Signature: _____ Date: _____

Parent/Guardian Signature: _____ Date: _____

The **INTERN-SITE SUPERVISOR** agrees to the following:

1. Provide a thorough orientation to the job and training site
2. Provide a meaningful, well-supervised work experience
3. Provide evaluation of performance, time for consultation with, and on-site monitoring visits
4. Keep and complete accurate attendance and/or time records as required
5. Complete participant evaluation forms *Note: Every Friday*
6. Consult the WBL Coordinator regarding problems related to the work experience
NOTE: NMPED must be contacted before considering suspension/transfer/termination
7. Conform to state and federal labor laws, and provide worker's compensation coverage for paid interns.
8. Follow all rules of the program including all expectations and obligations set forth in the Training Agreement and any other agreements with NMPED Internship Packet related to WBL.

Intern-Site Supervisor's Signature: _____ Date: _____

STUDENT CONFIDENTIALITY AGREEMENT

As a student intern placed in an internship, I understand that I may have access to confidential information/data, which may include, but is not limited to, information/data relating to:

- Customers (such as records, conversations, financial information, etc.).
- Employees (such as wages, employment records, disciplinary actions, etc.).
- General or private information (such as financial and statistical records, internal reports, memos, communications, access codes, proprietary technology, etc.).

Accordingly, and as a condition of my participation as a student intern, I promise that:

- 1.) I will use confidential information/data only as needed by me to perform my legitimate duties as a student intern. This means, among other things, that:
 - A.) I will not access confidential information which I have no legitimate need to know.
 - B.) I will not in any way divulge, copy, release, sell, loan, revise, alter, or destroy any confidential information/data except as properly authorized.
 - C.) I will not misuse confidential information/data or deal carelessly with confidential information/data.
- 2.) I understand that my obligations under this agreement will continue after termination of my status as a student intern.
- 3.) I will be responsible for my misuse or wrongful disclosure of confidential information/data, and for my failure to safeguard my access code or other information. I understand that my failure to comply with this agreement will result in the termination of my internship arrangement, and may also result in legal liability and other consequences.

AT ALL TIMES DURING MY INTERNSHIP, I WILL ACT IN THE BEST INTERESTS OF THE BUSINESS WITH WHICH I AM PARTICIPATING AND IN COMPLIANCE WITH ALL LAWS.

Student Intern Signature: _____ Date: _____

Parent Signature: _____ Date: _____

RIDE-A-LONG AGREEMENT

Student Name: _____
Please Print

Parent/Guardian of Student Intern:

The internship experience may require transportation as part of the internship.

- I understand that my child must wear a seat belt at all times.
- I understand that the driver is a licensed and insured adult.
- I understand that travel with the employer is an integral part of this internship experience and will help to provide a complete experience.

Please indicate by checking one of the following choices below:

- I give permission for my child to “Ride-A-Long” as specified above.
- I do not give permission for my child to “Ride-A-Long” with their employer during the internship experience.

Parent/Legal Guardian

Date

Parent/Legal Guardian (Print)

Date

Student Signature *if 18 or older*

Date

STUDENT INTERNSHIP TIMESHEET & SKILLS GRID

Student Name: _____ School: _____

Intern-Site: _____ Internship Position: _____

Directions: Complete form with your intern-site mentor and submit to internship WBL Coordinator
Due dates: Bi-Weekly
Minimum hours: 50

Date:	Hours:	Mentor Initials:	Specific Job Skills: List the new skills and duties you obtained during this internship period. Be specific.
05/31/2021	1.5		Example: Observed x-ray exam procedure and coordinated insurance with a secondary provider.

Total Hours: _____

Student Signature: _____ Intern-Site Supervisor Signature: _____

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STUDENT QUESTIONS FOR MENTORS - ON THE JOB

Internships can be extremely valuable, so make sure you use your time there wisely.

General Career Exploration

1. How did you decide on this career?
2. How does this career fit your interests, values, and skills?
3. What skills are most important for success?
4. What kind of person does well in this industry/company?
5. What are your main duties?
6. What skills do you use most in your position?
7. What is the normal background for someone in your role?
8. What is a typical day for you in your position?
9. What class did you take that was the most helpful for your career?

Stories

10. How did you land your current role?
11. Think back five years ago. Did you envision this is where you would be?
12. Can you tell me about a time when you had a difficult boss? How did you handle it?
13. How did you learn to embrace failure?
14. What's the most important leadership lesson you've learned and how is it valuable?
15. Was there a job position that you applied for and got, but you weren't 100% qualified?
16. How did you build the skill of always speaking so engagingly in front of others?

Specific to Organization

17. How would you characterize the work culture/environment in this setting?
18. Can you share with me the structure of the department or division and how it fits into the total organization?
19. What do you like most/least about working for this company?

Specific to Industry

20. How did your time at 'OCU' (inside or outside the classroom) prepare you?
21. What are some of the challenges?
22. What experiences should I engage in to be better prepared?
23. How is this field/industry changing?
24. What are some typical entry level jobs?
25. How do you work your way up in this industry?
26. What are some job search strategies you recommend?

Self-Awareness

27. What are three skills I need to improve?
28. What things should I pay more attention to?
29. Where do you see my strengths and what should I focus on to improve?
30. How am I viewed (i.e., what is my personal brand) in our organization?
31. How can I communicate more clearly?
32. What can I do to make You more successful today?