

CareerEngage

JOB READINESS TRAINING

Student Handbook

Name of Intern:





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UNIT 1: Warm Up Activity

People Bingo: *Fill in your Bingo card* by finding people in the room who fit the description in each Bingo square. If someone confirms the statement is true for him/her, he/she can initial the Bingo card. Students can only initial a Bingo square once per game.

Someone who knows how to change a tire	Someone who likes to cook	Someone who plays a sport	Someone who prefers vanilla over chocolate
Someone who speaks another language (even a little)	Someone whose name starts with any letter between A-K	Someone who is over 5 feet tall	Someone whose mom or dad was born outside the US
Someone who has brown eyes	Someone who can drive a car	Someone who has had a paying job (including babysitting, yard work, etc.)	Someone who has a Facebook account
Someone who knows how to do the business handshake (demonstrate)	Someone who can do a cartwheel	Someone who plans to go to college or went to college	Someone who loves scary movies
Someone who likes tattoos	Someone who was born in Denver	Someone who likes listening to music	Someone who has traveled outside the US



Unit 2: Introduction to Internships

This unit introduces students to the basics of the CareerEngage Internship Program including the roles of the intern, supervisor and Internship Coordinator.

What Is CareerEngage?

- CareerEngage offers high school students short-term work experiences to get them prepared for their first job outside of school.
- Interns participate in the internship approximately 15 hours per week.
- Interns earn up to 10 elective credits when they complete the hours required for the internship:
 - Fall and Spring = 180 hours
 - Summer = 90 hours

How Do Interns Get Assigned to a Company?

- Internship candidates **MUST** complete all four sessions of Job Readiness Training.
- Candidates complete a Career Assessment & participate in one Authentic Assessment.
- Throughout JRT, students will be scheduled for interviews as placement sites are found.
 - You will only be invited to interview if your paperwork (I-9, W-4, ID, SS Card/Birth Certificate) is complete.
- Interns must be able/willing to travel to and from internship sites to be considered for an internship.
- Training Plans will be completed at the Interview, and both parties (intern & employer) will have the opportunity to determine if it is a good match.

ACTIVITY: What's in it for me?

ACTIVITY 1:
What's in it for me?

DIRECTIONS:

- Think – what impact might an internship have on my future?
- Talk about the questions with a partner
- List the possible benefits of an internship
- Share with group

- What makes an internship a valuable opportunity?
- How can I get the most out of my internship?
- How can my supervisor best support me?
- What do I expect?



Roles: Intern, Supervisor and Internship Coordinator

Role of Internship Supervisor

- Provides training
- Helps you grow professionally
- Provides SUPPORT
- Answers questions
- Evaluates your performance

Role of an Intern

- Be professional and follow the dress code.
- Be curious and take advantage of opportunities to learn new things.
- Ask questions & share your thoughts.
- Be reliable and hard-working.
- Be kind, polite, & respectful.
- Have fun.

Role of Internship Coordinator

- Provides support and coaching
- Can help with transportation issues, clothing needs, etc.
- Collects paperwork, timesheets and evaluations
- Confirms financial award amount
- Contact person for both the company and the intern
- Person to whom you should report any issues you feel you cannot discuss with supervisor



Getting Prepared:

COMMUNICATION
<ul style="list-style-type: none">✓ Appropriate personal email address that you <i>check regularly</i>✓ Cell phone with professional voicemail set up✓ You should respond to phone calls AND emails within 24 hours!
APPS TO KEEP YOU ON TRACK
<ul style="list-style-type: none">✓ Google Drive<ul style="list-style-type: none">- Timesheets, JRT handbook, Resume, Journal, Final Project Template✓ Calendar on your phone (or paper calendar)✓ Password Keeper app for keeping track of school and work passwords✓ RTD app – for getting to and from work

This is the ONLY time we'll say this: Get out your cell phones!

ACTIVITY # 1

Set up your voicemail.

One at a time you will go with an ACEConnect Team Member to record the outgoing greeting on your voicemail.

Ex: Hello, this is _____. I am not available to take your call right now, but if you leave your name, number, and a brief message, I will get back to you as soon as possible. Thank you and have a good day.

Write your own:

ACTIVITY # 2

If you do not currently have a personal email address different from your DPS email account, we recommend that you create one. Think about what you would like your email address to be. It should be professional. Remember, you will be applying to jobs with this email. Remember to check it frequently! Email is how *many* people communicate these days, and you don't want to miss an important message because you forgot to check.

Find an ACEConnect staff member if you'd like them walk you through creating your email account.

Your new email address is: _____

**** Remember your password!**



ACTIVITY # 3

1. Download the RTD App.
2. **Starting Point:** The Daniel's Fund (101 Monroe)
Destination: Your home address
Record the steps to get there:

3. **Starting point:** Your home address
Destination: Emily Griffith (1860 N. Lincoln St.)
Record the steps to get there:

So important, it's in here twice:

Document Checklist

The following documents must be completed, signed, and handed in prior to the end of Job Readiness Training. NOTE: You will not be eligible for an interview with your Internship Site until you have completed and turned in ALL of the following documents.

- ☐ I-9
- ☐ W-4
- ☐ WES Packet, including Medical Consent Form
- ☐ Copy of your State ID (if over 18) or School ID (if under 18)
- ☐ Birth certificate or Social Security Card



Unit 3: Getting to Know You

This unit will help you explore your interests and strengths.

Which Career Pathway is right for you?

THE RIASEC TEST

Follow these easy steps to see where your interests are.

1 Read each statement. If you agree with the statement, fill in the circle. There are no wrong answers!

1. I like to work on cars	<input type="radio"/>						
2. I like to do puzzles		<input type="radio"/>					
3. I am good at working independently			<input type="radio"/>				
4. I like to work in teams				<input type="radio"/>			
5. I am an ambitious person, I set goals for myself					<input type="radio"/>		
6. I like to organize things, (files, desks/offices)						<input type="radio"/>	
7. I like to build things	<input type="radio"/>						
8. I like to read about art and music			<input type="radio"/>				
9. I like to have clear instructions to follow						<input type="radio"/>	
10. I like to try to influence or persuade people						<input type="radio"/>	
11. I like to do experiments		<input type="radio"/>					
12. I like to teach or train people				<input type="radio"/>			
13. I like trying to help people solve their problems				<input type="radio"/>			
14. I like to take care of animals	<input type="radio"/>						
15. I wouldn't mind working 8 hours per day in an office						<input type="radio"/>	
16. I like selling things						<input type="radio"/>	
17. I enjoy creative writing			<input type="radio"/>				
18. I enjoy science		<input type="radio"/>					
19. I am quick to take on new responsibilities						<input type="radio"/>	
20. I am interested in healing people				<input type="radio"/>			
21. I enjoy trying to figure out how things work		<input type="radio"/>					
Total							
R I A S E C							
22. I like putting things together or assembling things	<input type="radio"/>						
23. I am a creative person			<input type="radio"/>				
24. I pay attention to details						<input type="radio"/>	
25. I like to do filing or typing						<input type="radio"/>	
26. I like to analyze things (problems/situations)		<input type="radio"/>					
27. I like to play instruments or sing			<input type="radio"/>				
28. I enjoy learning about other cultures				<input type="radio"/>			
29. I would like to start my own business						<input type="radio"/>	
30. I like to cook	<input type="radio"/>						
31. I like acting in plays			<input type="radio"/>				
32. I am a practical person	<input type="radio"/>						
33. I like working with numbers or charts		<input type="radio"/>					
34. I like to get into discussions about issues				<input type="radio"/>			
35. I am good at keeping records of my work						<input type="radio"/>	
36. I like to lead						<input type="radio"/>	
37. I like working outdoors	<input type="radio"/>						
38. I would like to work in an office						<input type="radio"/>	
39. I'm good at math		<input type="radio"/>					
40. I like helping people				<input type="radio"/>			
41. I like to draw			<input type="radio"/>				
42. I like to give speeches						<input type="radio"/>	
Total							
R I A S E C							
Grand Total							
R I A S E C							

2 Add up the number of filled in circles in each column and then add the two columns together for a grand total.

3 Using your grand total scores from above, transfer the scores for each letter into the appropriate column below.

R	= Realistic	Total: _____
I	= Investigative	Total: _____
A	= Artistic	Total: _____
S	= Social	Total: _____
E	= Enterprising	Total: _____
C	= Conventional	Total: _____

4 Take the three letters with the highest scores and record them under "My Interest Code".

MY INTEREST CODE

5 Turn the page to see what this means!



Which Career Pathway is right for you?

RESULTS OF THE RIASEC TEST

R = Realistic

These people are often good at mechanical or athletic jobs. Good college majors for Realistic people are...

- Agriculture
- Health Assistant
- Computers
- Construction
- Mechanic/Machinist
- Engineering
- Food and Hospitality

Related Pathways

Natural Resources
Health Services
Industrial and Engineering Technology
Arts and Communication

I = Investigative

These people like to watch, learn, analyze and solve problems. Good college majors for Investigative people are...

- Marine Biology
- Engineering
- Chemistry
- Zoology
- Medicine/Surgery
- Consumer Economics
- Psychology

Related Pathways

Health Services
Business
Public and Human Services
Industrial and Engineering Technology

A = Artistic

These people like to work in unstructured situations where they can use their creativity. Good majors for Artistic people are...

- Communications
- Cosmetology
- Fine and Performing Arts
- Photography
- Radio and TV
- Interior Design
- Architecture

Related Pathways

Public and Human Services
Arts and Communication

S = Social

These people like to work with other people, rather than things. Good college majors for Social people are...

- Counseling
- Nursing
- Physical Therapy
- Travel
- Advertising
- Public Relations
- Education

Related Pathways

Health Services
Public and Human Services

E = Enterprising

These people like to work with others and enjoy persuading and performing. Good college majors for Enterprising people are:

- Fashion Merchandising
- Real Estate
- Marketing/Sales
- Law
- Political Science
- International Trade
- Banking/Finance

Related Pathways

Business
Public and Human Services
Arts and Communication

C = Conventional

These people are very detail oriented, organized and like to work with data. Good college majors for Conventional people are...

- Accounting
- Court Reporting
- Insurance
- Administration
- Medical Records
- Banking
- Data Processing

Related Pathways

Health Services
Business
Industrial and Engineering Technology



ACTIVITY

What is Your Learning Style?

- 1. When you study for a test, would you rather**
 - ☐ A. Read notes and look at diagrams or pictures.
 - ☐ B. Have someone ask you questions out loud or repeat information to yourself silently.
 - ☐ C. Write things out on index cards and make diagrams.
- 2. Which of these do you do when you listen to music?**
 - ☐ A. Daydream (see things in your mind that go with the music).
 - ☐ B. Hum along.
 - ☐ C. Move with the music (tap your foot, snap your fingers...)
- 3. When you work at solving a problem, do you**
 - ☐ A. Make a list, organize the steps, and check them off.
 - ☐ B. Talk with friends or experts about it.
 - ☐ C. Walk through the steps in your mind.
- 4. When you read for fun, do you prefer**
 - ☐ A. A travel book with lots of pictures.
 - ☐ B. A mystery book with a lot of conversation in it.
 - ☐ C. A book where you answer questions and solve problems.
- 5. To learn how a computer works, would you rather**
 - ☐ A. Watch a movie about it.
 - ☐ B. Listen to someone explain it.
 - ☐ C. Take the computer apart and try to figure it out for yourself.
- 6. You have just entered a science museum, what will you do first?**
 - ☐ A. Look around and find a map showing where the exhibits are.
 - ☐ B. Talk to a museum guide and ask about the exhibits.
 - ☐ C. Go into the first exhibit that looks interesting.
- 7. What kind of restaurant would you rather not go to?**
 - ☐ A. One with lights too bright.
 - ☐ B. One with music too loud.
 - ☐ C. One with uncomfortable chairs.
- 8. Would you rather go to**
 - ☐ A. An art class.
 - ☐ B. A music class.
 - ☐ C. An exercise class.
- 9. Which are you most likely to do when happy?**
 - ☐ A. Have a smile on your face.
 - ☐ B. Shout out loud.
 - ☐ C. Do a fist pump or a high five.



10. If you were at a party, what would you be most likely to remember the next day?

- ☐ A. The faces of the people, but not the names.
- ☐ B. The names, but not the faces.
- ☐ C. The things you did and said while you were there.

11. When you see the word “d-o-g”, what do you do first?

- ☐ A. Think of a picture of a dog.
- ☐ B. Say the word “dog” to yourself silently.
- ☐ C. Sense the feeling of being with a dog (petting it, running with it, etc.)

12. When you tell a story, would you rather

- ☐ A. Write it.
- ☐ B. Tell it out loud.
- ☐ C. Act it out.

13. What is most distracting to you when you are trying to concentrate?

- ☐ A. Flashing lights, people doing something active nearby.
- ☐ B. Noises.
- ☐ C. Being physically uncomfortable (tight shoes, hungry, etc.)

14. What are you most likely to do when you are angry?

- ☐ A. Make an angry face.
- ☐ B. Shout or “blow up”
- ☐ C. Stomp off and slam doors.

15. When you aren’t sure how to spell a word, which of these are you most likely to do?

- ☐ A. Write it out and see if it looks right.
- ☐ B. Sound it out.
- ☐ C. Write it out and see if it feels right.

Total up the number of A, B and C answers.

of A's: _____ # of B's: _____ # of C's: _____

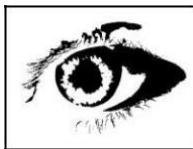
Circle which learning style you scored highest in:

A. Visual B. Auditory C. Kinesthetic



Auditory Learners

- ✓ You find it easy to express yourself, both in writing and when speaking.
- ✓ You may be musical or have a talent for learning foreign languages. May have a well-developed vocabulary.
- ✓ You learn best when things are explained out loud.
- ✓ One learning technique that may work well for you is talking yourself through a procedure to remember the steps



Visual Learners

- ✓ You prefer using images, pictures, colors, and maps to organize information and communicate with others.
- ✓ You can easily visualize objects, plans and outcomes in your mind's eye. You learn well by seeing or reading about something.
- ✓ You also have a good spatial sense, which gives you a good sense of direction. You love drawing, scribbling, doodling, especially with colors.



Kinesthetic or “Hands-On” Learners

- ✓ You learn best by doing something physical or active and through your sense of touch.
- ✓ You like to think out issues, ideas and problems while you exercise. You would rather go for a run or walk if something is bothering you, rather than sitting at home.
- ✓ You like making models, working on cars, home fix it projects, puzzles, etc.
- ✓ You typically use larger hand gestures and other body language to communicate.



UNIT 4: Traits of a Young Professional & 21st Century Skills

This unit introduces the expectations for CareerEngage Interns and the Essential Skills.



✓ **List one Trait of a Young Professional** you feel you already have **and how you have demonstrated it.**

✓ **List one Trait of a Young Professional** you would like to develop or improve **during your internship.**



ESSENTIAL SKILLS	
Skill	Description
PROFESSIONALISM	
Task/Time Management	Be on time. Contact your Supervisor if you will be tardy or absent. Complete tasks efficiently and ask for new assignments when needed.
Career Awareness	Participate in career exploration activities so you know what you want to do!
Information Literacy	Learn how to do research and know when to question the source.
Use of Information Technologies	Use your tech skills (Word, Excel, Google apps, etc) daily. Only use your cell phone and computer when needed for work tasks.
Self-Advocacy	Advocate for yourself and your needs so you can excel. Ask for help when needed. Be a proactive learner by asking lots of questions.
Leadership	Show appreciation. Be a positive role model. Follow the dress code.
PERSONAL	
Self-Awareness	Be open to feedback from your supervisors and coworkers.
Initiative / Self-Direction	Take the first step when you see that something needs to be done. Put in your best effort.
Personal Responsibility	Handle conflict with maturity and skill.
Adaptability	Consider the viewpoints of others when working on a problem.
Perseverance / Resilience	Stick with a task even when it's challenging.
INTERPERSONAL	
Collaboration / Teamwork	Be a productive team-member – do your part. How respect for ALL Supervisors and co-workers.
Communication	When at work, use professional communication skills. Be prepared to present your work.
Global / Cultural Awareness	Work effectively with a wide variety of people.
Civic Engagement	Know your company's purpose.
Character	Follow workplace rules and safety requirements. Work hard and do your best.
ENTREPRENEURIAL	
Critical Thinking / Analysis	Thoroughly consider all possible solutions when solving a problem.
Creativity / Innovation	Be curious and try new things.
Risk-Taking	Learn from your mistakes and try again in a new way.



Unit 5: Advocate for Yourself

This unit will help you reflect on the best way to communicate your needs so that you can be your most successful self.

My IEP & Supports

ACTIVITY

1. In your own words, describe what the term “disability” means to you.

2. Describe your disability in clear, concise terms.

3. Describe how your disability may affect your work performance.

4. What accommodations, if any, will you need at work? Feel free to check some of the options below or write in your own.

- ☐ Regular breaks
- ☐ Quiet space to work
- ☐ Break big tasks into smaller one.
- ☐ Have someone (or a computer) read instructions out loud.

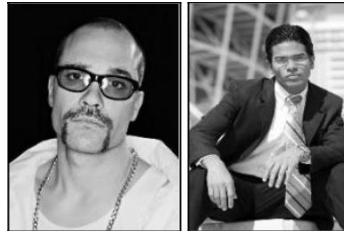
- ☐ Point person to ask questions
- ☐ Text to speech
- ☐ Written copies of orally presented instructions
- ☐ Encouragement: being told when I do something well

- ☐ Checklists of what needs to be done.
- ☐ Directions repeated
- ☐ Hands on demonstrations
- ☐ Job coach support while I learn
- ☐ Checking in to see how I’m doing



UNIT 6: The Unsaid Rules of the Workplace

This unit will address the hidden rules of the workplace and how to navigate them.



Home vs. Work Culture- Do They Conflict?

Culture is defined as the values, beliefs and behavioral expectations that are unsaid but understood by groups of people. Sometimes we move from one culture to another and have to “switch” to adapt to a new situation. Consider the values, beliefs and expectations of home and work cultures listed below.

Directions: Match each personal belief with a conflicting rule. Then, circle the items you think will be especially challenging for you to adapt to in the workplace.

- | | |
|--|---|
| 1. Life should be fun. | 1. Do what you are asked to do, even when you don't want to. |
| 2. Family should come first. | 2. Be friendly but don't expect your supervisors to be your friends. |
| 3. You should be liked by your friends. | 3. Work is work, don't always expect it to be fun. |
| 4. You should be able to trust your friends with secrets. | 4. If you mess up or don't know something, ask for help. |
| 5. Friends should help each other out with their problems. | 5. There are no secrets in the workplace-what you say WILL get around. |
| 6. If you make a mistake, keep it to yourself. | 6. Do your best to fit in. Copy the style of dress used by your co-workers. |
| 7. You should have the freedom to decide on your appearance. | 7. Don't get involved in workplace drama. Be supportive but avoid getting into other people's issues. |
| 8. You should be able to live by your own set of rules. | 8. Work comes first. Don't let personal issues get in the way. |



Why Is Timeliness So Important?

Consistent punctuality communicates *a lot* to your boss. Being punctual can show that you're **dedicated to the job, interested in the work and capable of handling responsibility**. Being punctual also helps employees display a sense of professionalism and commitment.

ACTIVITY

You're the "Boss"

Instructions:

In your small group, read the scenario assigned to you and discuss what you would do if you were the internship supervisor in this situation. How would you discuss the situation with your intern?

- ☐ You set up a work crew to go out and complete a land survey at 6 AM. You really want your intern to join the crew so she can see the surveying work your company does in the field. The intern agreed to arrive to the internship early but has not arrived by 6:15 AM. The crew is now running late and is anxious to leave.

What should you do? What will you say to your intern when she arrives?

- ☐ The supervisor set up a special meeting with Jose, her intern, so he could see an initial client meeting in action. To accommodate Jose's school schedule, she planned the meeting with her client for the afternoon at 1:00 PM and informed the client an intern would be joining them. Jose had the meeting on his calendar but forgot about it. He emailed his supervisor this morning at 12:00 PM saying he had a dentist appointment at 1:00 PM and would not be able to make it to his internship this afternoon.

How can you communicate to Jose the importance of this meeting and the need to tell his supervisor well ahead of time he needs to request time off?

- ☐ Cameron is working for a non-profit organization in the technology department. He sees employees coming and going at all times of the day and assumes this means there is a flexible work schedule and he doesn't need to worry about being late. He begins to arrive to his internship 10-15 minutes late. This has now happened two times.

How can you explain the importance of arriving on time to Cameron? Why do you think the adults are arriving at different times of day and how can you explain this to Cameron? What should you do to correct his tardiness and make sure it doesn't continue to happen?



CALLING IN

Going to be late or not able to make it at all? Here's the protocol.

Going to be tardy	Use your Supervisor's preferred means on communication to let them know as soon as you can! If you don't reach them, try another way. Make sure to leave a message, text, or email so you have a digital record that you tried to let them know.
Not able to make it.	<p>If you <i>already</i> know days you need off for things like family vacations, finals, or holidays, let your Supervisor know as soon as you start. That way they can get it on the calendar and make sure to have you covered.</p> <p>If it is unexpected – you're sick or you <i>need</i> to study for an upcoming exam, let your Supervisor know as soon as you can. A minimum of 24 hours is preferred, but if it's day of, follow the tardy protocol: Make sure you reach your Supervisor as soon as you can and make sure there is a digital record showing that you tried.</p>
<i>Excessive tardies?</i>	If there are more than three unplanned tardies during a semester, you will be put on a performance plan. Continuing to be tardy may result in your dismissal from the internship.
<i>Excessive unexcused absences?</i>	Two no-call no-shows is grounds for termination. A meeting will be called between the student Supervisor, and Internship Coordinator to determine if this action will be taken.

Remember!

This is a real job and therefore you will be held to the same expectations. You can be fired for excessive absences or as few as *two* no-call no-shows.



UNIT 7: Verbal and Non-Verbal Communication in the Workplace

This unit provides information related appropriate workplace communication.

Workplace Introductions

When you are in a group of people in the workplace, you are expected to introduce yourself to anyone you don't know.

Here are some ways to start your introduction:

- I don't believe we've met before, I'm _____ (or, my name is _____)
- I just wanted to introduce myself, I'm _____ (or, my name is _____)

After you have introduced yourself, you will want to let the person know your position:

- I am responsible for....
- I work with (*supervisor name*), in the _____ department
- I am (*position*) at (*company name*)

After meeting someone, you will want to close the conversation with:

- It's very nice to meet you
- It's a pleasure to have met you

ACTIVITY

Find an adult and introduce yourself.

Student Name:	Yes or No?
Did you: Use a professional greeting such as, "I wanted to introduce myself. My name is..."	<input type="checkbox"/> Yes <input type="checkbox"/> No
Did you: Use a firm grip and make eye contact during the introduction?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Did you: Close the conversation with something like, "It's very nice to meet you".	<input type="checkbox"/> Yes <input type="checkbox"/> No



Basic Conversations Tips

Below are some basic steps for engaging in a conversation with someone you would like to get to know or would like to approach in a work environment.

- 1. Ask questions about the other person**, especially related to the work they do.
- 2. Practice active listening.** Show you are interested in what the other person has to say by giving them eye contact, encouraging non-verbal communication such as smiling, nodding, etc.
- 3. Share brief, relevant comments about yourself.**
- 4. Repeat the process.**

Conversation Starters

Sometimes it's hard to know where to start a conversation with someone you don't know. Below are some potential lines to use to begin a conversation with a business professional.

- ✓ I'm interested in meeting some of the people in the company I don't usually work with. Do you mind telling me a little about your work?
- ✓ How long have you worked for this company?
- ✓ Do you have any tips for me as an intern?
- ✓ I'm really interested in the work you do. How did you get into this field?
- ✓ Are you a Denver native? Where did you go to high school?
- ✓ I noticed you have a Broncos bumper sticker on your wall. Who is your favorite player?

Questions to Ask on Your First Day

1. What are your expectations of me during this internship?
2. Please tell me about the best intern you ever had. What did he/she do to be the best?
3. What career path led you to your current job?
4. What is the best and worst thing about your job? What challenges have you faced in your career?
5. What lessons have you learned from your successes and failures?
6. What did you think you wanted to be when you were in high school?



Working with Your Supervisor

Relationships, whether personal or professional, are a two- way street. Both individuals need to put in an effort to make them work.

Next, we will look at ways you can help build or block professional relationships during the internship program.

ACTIVITY

Relationship Builder/Blocker

Instructions: Find a partner. Each person in the pair will be assigned a role – Talker & Listener. Read the provided description for more information.

Talker: In detail, describe your favorite birthday celebration you have ever had. Who was there? What did you do? How did it make you feel? Why was this your favorite birthday celebration?

Listener: In this role-play, you are going to show both ineffective and effective approaches to communication that can block or build a relationship. **To start, even though the “Talker” will be telling you about something important, show at least 3 of the *blockers* listed below:**

- ✓ Very quiet (gives one word answers; little eye contact)
- ✓ Distracted
- ✓ Self-focused
- ✓ Insensitive/sarcastic
- ✓ Not interested

When prompted by your instructor, switch and try 2-3 relationship *builders*:

- ✓ Engaged and interested (good eye contact, asks questions)
- ✓ Curious (asks Talker questions about themselves or their role in the company)
- ✓ Warm and friendly



UNIT 8: Technology in the Workplace

This unit goes over the Dos and DON'Ts of technology in the workplace.

APPROPRIATE USE OF TECHNOLOGY IN THE WORKPLACE

Below are guidelines related to the use of technology in a professional environment including cell phones, computers, etc. Youth and adults can be technology-addicted. Break the habit and follow these guidelines to be a courteous Young Professional!

MEETINGS:

- Silence all phones and devices.
- When anticipating a work-related call or text, explain the situation to the leader before the meeting begins. When you receive the call, excuse yourself.

CELL PHONES/TEXTING:

- *Cell phone should be put away during work time and whenever interacting with adults.*
- Do not use emoticons or slang when sending a text to a supervisor or colleague.
- Check with your supervisor before using earbuds to listen to music while you work. Never play music on your phone without headphones.
- Do not send personal texts during work hours unless you are on a break or at lunch.
- Be aware of boundaries if you need to text your boss or co-worker outside of working hours. Be thoughtful about the time of day.

SOCIAL MEDIA:

- Do not use social networking sites for personal use during work hours.
- Do not post negative comments about your company online.
- Do not say anything on social media that you would not say in person.
- Be careful what you post - once information or images of you are out there it is hard to take back. Many employers and even colleges will do a Google search on candidates to be sure the individual has the character they are looking for and won't embarrass them in the future.
- Do not friend your Supervisor on social media unless they invite you to. Many people prefer to keep their work and personal lives separate.



Professional Email Tips

- ✓ *Respond to email within 24 hours of receiving a message*
- ✓ *Include a subject line that helps the reader know what the email is about*
- ✓ *Include a greeting (Dear...) and a closing (Sincerely,)*
- ✓ *Use business language, spell check, and avoid abbreviations*
- ✓ *Avoid using ALL CAPS*
- ✓ *Do not use jokes or sarcasm*
- ✓ *Keep the communication short and to the point*
- ✓ *Don't use non-traditional fonts or crazy colors*
- ✓ *Never send chain mail or memes*
- ✓ *Recheck your email before sending*

Examples of Poor Email Etiquette:

SPELLING ERRORS
Dear Mike, After speaking with are production manager, we decided that we will make the shipment in Febuary . Sincerely, Ralph
TEXTING ABBREVIATIONS
[no greeting] Omg I forgot about my timesheet will u do it for me? Thanks see you 2moro david

ACTIVITY

Write a mock email to your instructor thanking them for taking the time to prepare you for your internship using the template provided below. <u>Be sure to include:</u> a subject line, a greeting, and correct any errors before "sending".	
EMAIL TEMPLATE	
To:	
From:	
Subject:	



UNIT 9: Time Management

This unit will help you understand strategies to use and manage your time well.



The Race for Time

You have 5 minutes to complete the following list of tasks. You may go about completing them in any way you choose as long as you complete everything on the list. When you are finished everything on the list, bring your sheet and evidence of the tasks you completed to the class instructor.

1. Write a list of names of all the people in your group.
2. Count all of the cars parked in front of the building.
3. Collect a square of toilet paper from the bathroom.
4. Write one thing someone in the group has learned today in this class.
5. Count how many rooms are in this hallway.
6. Count the number of steps from the classroom door to the nearest bathroom.
7. Fold a piece of paper in quarters.
8. Write down the birthdays of all group members.
9. Tell one of the adults something you should do to dress for success.
10. Have your whole group touch their toes 3 times. Make sure an adult sees you do this.



Time Management Scenarios

1. Erik woke up late today. He is expected to be at work by 8:30am and it is now 7:45am. He has not showered or eaten breakfast and his job is 15 minutes away.

What should he do? What could he do differently in the future?

2. Carmen forgot she had an appointment with her boss at 11:30am tomorrow. She scheduled a dentist appointment at the same time.

What should she do? What could she do differently in the future?

3. Bill missed his bus. If he doesn't get to work on time, his boss will write him up since he was late the day before. He has 40 minutes to get to work and it is 3 miles from where the bus stop is.

What should he do? What could he do differently in the future?

4. Sharla is pregnant and has morning sickness. She knows when she eats something as soon as she gets up, she feels better. This morning, she remembers she has no food in the house and is feeling sick. She needs to be at work in one hour and the bus ride takes 25 minutes.

What should she do? What could she do differently in the future?

5. Chase borrowed his friend's car since he has no bus fare to get to work. The next morning, the car won't start. It is too late to ride the bus to work and arrive on time.

What should he do? What could he do differently in the future?

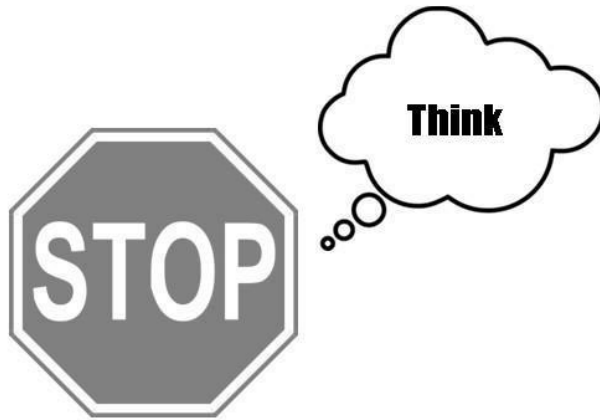
6. Margo is responsible for getting her little sister ready to school before she leaves for work. This morning, her sister refuses to get out of bed. Margo is the only one home in the morning and can't leave until her sister is on the school bus. She has one hour to get herself and her sister ready.

What should she do? What could she do differently in the future?



UNIT 10: Handling Difficult Situations

This unit focuses on techniques for addressing conflicts or difficult situations that may arise in the workplace.



Step 1: Stay Quiet

First, stop talking.

What can you do to be quiet?

Step 2: Stay Calm

Second, physically calm down.

What can you do to stay calm?

Step 3: Positive Thinking

Third, think it through.

What can you say to yourself to stay positive (see the next page for ideas)?



Thought Busters

Just chill.

Easy does it.

Don't blow it.

It's not worth it.

Let it go.

Stay cool.

You can handle this.

Roll with it.

This is not my problem.

Be the bigger person.

Three Simple Steps for Handling Difficult Situations

1. Ask to talk.

Request a meeting with the person you need to talk to about the situation. Make sure it is at a time that is convenient for them.

2. Explain without blame.

Tell your story without blaming anyone. Be as objective as possible (leave emotions out of it). State the facts.

3. End on a positive note.

Find something positive to say to close the conversation. Thank the person for taking the time to talk with you. Let them know you appreciate their help and how much you like your job at the company.

Role Play Scenarios

SCENARIO 1

A student intern is caught by his boss playing video games on his computer when he is supposed to be typing a letter for his boss. Two days later, he is sitting with a co-worker who is playing video games on the computer. He is just watching but his supervisor walks in and gets upset with him for repeating the behavior she discussed with him earlier in the week.

SCENARIO 2

The internship supervisor reminds the intern about the dress code for the job when the intern wears a revealing shirt. The intern feels upset because she has worn this shirt at work several times and no one has said anything about it being inappropriate.

SCENARIO 3

A student is working for a moving company and is told by his supervisor to unload some furniture. The owner of the company comes by and yells at the student saying, "Can't you do anything right? I want that merchandise in the truck!"

SCENARIO 4

Two students are working as interns at a newspaper agency. They are asked by their supervisor to clean the break room as part of their work day. The students are angry about having to do this task.

SCENARIO 5

An intern is working on the structural crew replacing a floor. His supervisor reminds him to put up the safety sign in the hall while the crew is working. He doesn't tell him to put one on each end of the hall and a group of children ends up walking through the work area.

The supervisor is frustrated and gets angry with the student. "When I told you to place the signs, I meant on both ends of the hall. Use your head next time!" The intern feels embarrassed and feels the boss is being unfair.



UNIT 11: Constructive Feedback

This unit helps students understand the importance of accepting feedback during their internship experience to help them grow as professionals / employees.

Constructive and Non-Constructive Feedback

Receiving feedback will be a key part of your learning process throughout the internship. Feedback helps you know where you are meeting or exceeding the company standards, as well as the areas in which you will need improve or make adjustments. Think of feedback as a tool for continued professional growth.

The best kind of feedback is constructive feedback which aims to help the receiver understand ways to improve. Here is a guide to help identify the difference between constructive and non-constructive feedback:

CONSTRUCTIVE	NONCONSTRUCTIVE
Constructive feedback will be specific, showing people where to focus their efforts in improving.	Non-constructive feedback will label the individual i.e., "You are unmotivated."
Constructive feedback will focus on the product, not the person, making it clear the employee who did the work is not under attack.	Non-constructive feedback will be vague, making it hard to know what behavior needs to be improved.

Practice: Now, practice giving someone feedback who has been late to work twice this week. Provide a constructive and non-constructive example of what you might say to an employee.

CONSTRUCTIVE	NONCONSTRUCTIVE

Accepting feedback takes practice. At first it may be difficult to hear feedback on your work but receiving feedback is critical to help you be the best employee you can be. Here are some tips:

Look for the value of the feedback: Consider how to use the feedback to improve your work or job performance.

Listen: Receiving feedback can be difficult. You may feel a lot of emotions including anger and frustration. Stay focused on the feedback and listen carefully. Paraphrase, ask questions and *avoid becoming defensive*. If you feel defensive, it's ok to say, "Thank you. I am processing the information to make sure I understand what you are asking me to change."

Implement the suggested changes: Make use of constructive feedback to help you grow and improve. Once you have made the changes, check in with your supervisor and ask for feedback again.



WHICH OF THESE PEOPLE HAD TO EXPERIENCE FAILURE
BEFORE THEY BECAME A SUCCESS?

ABRAHAM LINCOLN	SONYA SOTOMAYOR
DR. SEUSS	ELVIS PRESLEY
JAY Z	J.K. ROWLING
STEVEN SPIELBERG	LEBRON JAMES
MARK ZUCKERBERG	COLONEL SANDERS

What do you think was different about these people? Why did they go on to succeed when others might have given up?

How did they overcome so much rejection and failure to go on to become successful people?

What obstacles have you overcome to become who you are today? What personal traits helped you to overcome significant obstacles?



PERFORMANCE PLAN
DPS CAREERENGAGE INTERNSHIP PROGRAM

Date:	Company/Organization:	
Supervisor's Name:		Supervisor's Phone:
Intern's Name:		Student ID #:
DPS Internship Coordinator's Name:		IC's Phone:
Performance Issue:		
Required Change in Performance:		
Action Plan (with deadlines):		

Intern Signature: _____

Date: _____

Supervisor Signature: _____

Date: _____

Internship Coordinator Signature: _____

Date: _____

Monitor Follow Up:

Date: _____

Comments:



UNIT 12: DRESS FOR SUCCESS

This unit teaches students the three basic styles of dress that may be expected in the workplace.

DRESS FOR SUCCESS

There are three types of dress found in the workplace: business professionals, business casual, and casual. A description of each is provided below.



Business Professional

Think corporate and conservative! Colors should be neutral; shoes should be close-toed.

Men: Suit and tie

Women: Business suit or skirt and blouse combination



Business Casual:

Think comfortable clothing that still projects a professional image to customers, visitors, and other employees. Business casual is more relaxed than business professional, but jeans and t-shirts are not acceptable.

Men: Trousers/khakis and a collared shirt

Women: Trousers/knee length skirt with collared shirt or blouse



Casual:

Think comfortable and practical, but not offensive or distracting. Clothing with company logo is encouraged. Sports team, university, and fashion brand names are generally acceptable.

IMPORTANT POINTS:

1. Keep jewelry and make-up tasteful: not too big, not too much
2. No cell phones or headphones
3. Be well-groomed: showered, teeth brushed, hair tidy
4. Clothing should be modest: no high heels, low cut shirts, high skirts, super tight-fitting outfits, saggy pants, ripped shirts, bright colors or crazy prints

ACTIVITY

Your instructor will separate you into small groups. Together, draw a picture or list what someone in your internship sector of choice might dress like.



UNIT 13: Interviews

This unit will prepare students for their internship interviews by assisting them to develop a one-minute elevator speech and reviewing interview tips and typical questions.

ELEVATOR SPEECH

Hello! My name is _____.

I am a _____ at _____ High School.

I am currently involved in... (two activities, sports, clubs, organizations, etc.) _____

My strengths include (or) I take pride in (or) I am good at... _____

My future goals/plans are... (always use specifics; discuss the careers you are considering)

Congratulations! You now have an elevator pitch you can use when meeting someone for the first time, or to describe yourself during an interview. (This makes a great answer to the question "Tell me about yourself.")



Goodwill Industries of Denver, 2015



List of Strengths

Use this list to help you identify your skills and abilities. Check as many as you think apply to you!

Physical

- ☐ Can lift 50 pounds
- ☐ Physically strong; in good shape
- ☐ Athletic
- ☐ Can tolerate standing for long periods of time
- ☐ Good endurance
- ☐ Able to dive
- ☐ Able to perform gardening, cleaning or stocking tasks

People Skills

- ☐ Leadership
- ☐ Good at working with people
- ☐ Enjoy working with children
- ☐ Speak well; able to express ideas
- ☐ Listen well
- ☐ Independent
- ☐ Easy going
- ☐ Determined
- ☐ Can talk about feelings
- ☐ Can persuade or motivate someone
- ☐ Ability to sell someone something
- ☐ Ability to handle difficult people
- ☐ Can teach or coach someone
- ☐ Team player
- ☐ Self-motivated

Mental

- ☐ Good at math
- ☐ Good at problem solving
- ☐ Good organizational skills
- ☐ Strong writing ability
- ☐ Good at alphabetizing
- ☐ Strong reader
- ☐ Typing skills
- ☐ Computer skills
- ☐ Can handle lots of things at one time (multi-task)
- ☐ Good at planning ahead
- ☐ Creative
- ☐ Resourceful
- ☐ Good at managing details
- ☐ Good artist
- ☐ Persistent (I don't give up)
- ☐ Risk-taker

And so many more!
List some other strengths here.

INTERVIEW TIPS

BEFORE:

- ✓ Check location, time and name of interviewer. Confirm your transportation plan and make sure you have *plenty* of time to get there. You don't want to be late!
- ✓ Prepare answers to common questions.
- ✓ Do a little research so you know something about the company.
- ✓ Prepare a response to "Do you have any questions for me?"
- ✓ Plan your outfit the night before.
- ✓ Bring a copy of your resume.
- ✓ Be sure you present yourself professionally. Everything should be clean – hair, nails, teeth, clothes. No jeans!

DURING:

- ✓ Shake hands with the interviewer.
- ✓ Maintain good eye contact.
- ✓ Look alert. No slouching, stretching or getting distracted. Be interested!
- ✓ Keep answers to the point.
- ✓ Put everything you say in a positive light, even your weaknesses!
- ✓ Thank the employer for the interview.

AFTER:

- ✓ Follow up. Call to check in a week after the interview if you haven't heard from the employer.
- ✓ Want to make a great impression? Send a thank you note to the employer.
- ✓ If you don't get the job, call to find out why. This will help you be a better interviewee the next time around.



Goodwill Industries of Denver, 2015

Tough Interview Questions

1. Tell me about yourself.
2. Why do you want to work at _____?
3. What are your 3 most valuable skills/strengths/traits?
4. What is one weakness you have and how are you addressing it?
5. What has been your greatest accomplishment in life? Why?
6. How do you spend your spare time?
7. What is important to you in a job?
8. How would others describe you?
9. What are your future plans? Where do you see yourself in 10 years?
10. What is your attendance record at school like?
11. Why should I hire you? What will you bring to the job?
12. Is there anything else I should know about you?
13. Do you have any questions for me?



Goodwill Industries of Denver, 2015



ACTIVITY

MOCK INTERVIEWS!

Pair up. Select an interviewer and a Job-Seeker. The interviewer should ask at least six questions found on page _____, and then complete the Interview rubric below together.

Switch roles and do it again!

Interview Rubric

If you are the Observer in your small group, please use this rubric to provide feedback to the Interviewee.

The best thing you did was: _____.

Next time try: _____.

	Below Expectations (1)	Approaching Expectations (3)	Meets Expectations (4)	Exceeds Expectations (5)	Score
First Impressions	Does not shake hands / Minimal eye contact / Does not smile / Poor hygiene/appearance	Weak handshake / Poor posture / Weak smile / Acceptable hygiene/appearance	Solid handshake / Good posture / Smile / Good hygiene/appearance	Firm handshake / Genuine smile / Confident body language / Excellent hygiene/appearance	___/5
Professional Dress	Too casual or inappropriate (jeans, flip-flops, etc.) / Wrinkled clothing / Visible piercings	Either under- or over-dressed (lacking a tie/stockings vs. tux or club attire)	Clean, pressed clothing / Appropriate professional dress	Full business attire	___/5
Answers to Questions	"Yes" or "No" answers / Does not refer to applicable strengths/skills / Uses words like "things" or "stuff"	Responses too short or vague / Refers to personal strengths, skills occasionally	Well-constructed, confident responses with examples / Consistently relates how skills will contribute to any position	Well-constructed, confident and engaging responses with examples / Always relates how skills will contribute to any position.	___/5
Speaking Ability	Speaks too quietly or loudly / Inappropriate language / Lots of "umms" or fidgeting / Poor grammar and diction	Mumbles occasionally / Minimal "umms" and fidgeting / Conversation stops and starts at times / Satisfactory grammar and diction	Speaks clearly at all times / No distracting mannerisms / Easy to converse with / Uses proper diction and grammar	Meets all expectations and is especially engaging to talk to.	___/5
Total Score					___/20



UNIT 14: Being a Good Employee

This unit helps interns define work ethic and gives tips on how to be a good employee.

Work Ethic- work hard and do a good job!

The keys to a strong Work Ethic:

Punctuality

Showing up on time is one of the most important ways to demonstrate you are a hard worker. It shows you value your boss' time and the time of your colleagues and clients -- and have real enthusiasm for your position. Punctuality is not restricted to when you begin your day -- it also means being prompt for meetings and events connected to your employment.

Reliability

When you have a strong work ethic, your employer worries less about the work you produce. He knows you are reliable -- which means you will do what is asked of you. This includes coming to work, completing projects on time and participating in workplace activities, such as team-building exercises.

Flexibility

Organizations need different things from their employees at different times, and their priorities for your job may shift. When your boss asks you to devote more time and attention to a different set of tasks, remaining flexible and willing is part of a strong work ethic. This can include taking on additional projects during a busy time for the company.

Attention to Detail

Attention to detail demonstrates you care not only about your work, but its quality. Simple things like ensuring the emails you send are written respectfully, free of spelling errors and typos, show that you care about your image as an employee and the overall image of the company. These also indicate you pay attention to every aspect of your job.

Positive Attitude

Fundamentally, a strong work ethic may be about having a positive attitude about your job. As team members, those with positive work ethics may refrain from speaking ill about colleagues or superiors. They should emphasize the positive in their working environment and look toward making it better through their own personal commitment to excellence.



FIRST DAY ON THE JOB

Use This as a checklist as you prepare for your first day on the job.

1. Is there a uniform?
 - ☐ Yes: Do I need it on the first day? Where can I get it? What is the cost?
 - ☐ No: What should I wear?
2. What time should I leave my house to get there on time?
 - ☐ What time do you need to be there by?
 - ☐ How will you get there? Do you know the route? Do you have your bus ticket?
 - ☐ Pad by 15 minutes *just in case*

Example: I have to be there at 10am.

It takes me 35 minutes to get there on the #31.

Add 15 minutes just in case.

I should leave by 9:05.

3. What if I'm running late?
 - ☐ Do you have your Supervisor's name? Their preferred means of contacting them? What would you say?
4. ***Before you walk out the door, make sure...***
 - ☐ Your clothes are clean, in good shape, and appropriate to the job.
 - ☐ You are clean and presentable. Take care of all basic hygiene needs before heading out.
 - ☐ You know how you're getting there and how you're getting back.
 - ☐ You know what you are doing for meals or snacks (do you need to bring a lunch?)
 - ☐ You have your timesheet, a pen, and a notebook in case you want to take notes.
 - ☐ You have all necessary work documents (ID, SS Card, Birth Certificate)



ACTIVITY

Making a good impression:

- Circle all positive activities that will help you make a good impression and keep your job!

- | | |
|---|---|
| m. Having a positive attitude | a. Calling or texting if you are going to be late or unable to make it |
| n. Getting there a few minutes late and leaving a few minutes early if it's slow. | b. Calling in last minute because you want to go to your friend's party |
| o. Learning everything you can about the company and the job | c. Saying negative things about co-workers behind their back |
| p. Participating in office gossip | d. Acting like a "know it all" |
| q. Telling your manager firmly when they are wrong | e. Just hanging out until someone tells you what to do |
| r. Finding a mentor to help you grow as a professional | f. Preparing your outfit, lunch, and bus route the night before so you can leave on time |
| s. Text whenever you <i>need</i> to | g. Responding to emails within 24 hours |
| t. Checking Facebook, Instagram, Snapchat, etc so you can stay up to date | h. Having an outgoing message on your voicemail with a song from the radio and you and your friend laughing in the background |
| u. Asking others if you can help with anything if you have finished your work | i. Having an email address along the lines of "Joey_Graza2524@gmail.com" |
| v. Forgetting to uniform or dress-code appropriate clothing | j. Asking for help when you need it or are confused |
| w. Getting in fights with customers / coworkers | k. Jumping in to help if you see a co-worker struggling |
| x. Keeping your workplace clean and organized | l. Not telling anyone when you break something in the back room |
| y. Turning in work that is just "so-so" and hasn't been checked for errors | |



Unit 15: Workplace Laws

This unit provides information about workplace laws that protect workers including minors and people with disabilities. It also addresses sexual harassment in the workplace and worker's compensation insurance coverage provided to all CareerEngage interns.

Workplace Law: True or False?

Question	Answer	Notes
1. Child Labor Laws were put in place to ensure children can get as much work experience as possible	TRUE FALSE	
2. Child Labor Laws apply to youth ages 0-21.	TRUE FALSE	
3. Under Child Labor Laws, youth ages 16 and 17 are restricted to working in certain kinds of jobs.	TRUE FALSE	
4. When an employer says his business is an EEO, he means the business provides Equal Education Opportunity.	TRUE FALSE	
5. The Americans with Disabilities Act (ADA) protects people with disabilities from being denied employment based on their actual or perceived physical or mental impairment.	TRUE FALSE	
6. Under the ADA, people with disabilities can request "reasonable accommodations" or hotel stays when their daily commute is over one hour each way	TRUE FALSE	
7. Sexual harassment is a form of discrimination that violates the Civil Rights Act.	TRUE FALSE	
8. Only women can complain of sexual harassment.	TRUE FALSE	
9. If you feel you are being sexually harassed during your internship you should report it to your supervisor.	TRUE FALSE	
10. To avoid ever being charged with sexual harassment, you should follow this rule of thumb: "If you wouldn't say it, do it and/or show it to your grandmother, it is not OK in the work place."	TRUE FALSE	

NOTE! It is against the law for anyone to touch or speak to someone in a sexually suggestive or overtly sexual way in the workplace. These actions can be grounds for legal action and/or termination. CareerConnect takes sexual harassment seriously and will support any student who has concerns about sexual harassment during their internship. Any sexual harassment, whether committed by a co-worker or an intern, will be reported to the appropriate authorities.

Always report any concerns you have to your Internship Coordinator, even if you are unsure if what happened would be considered sexual harassment. Your Coordinator will guide you in how to handle the situation.



ADA:

Prohibits discrimination on the basis of disability when you are applying for or performing a job.

- ✓ An employer must provide **reasonable accommodations** or adjust things so that you can perform a job unless it causes “undue hardship” (is very difficult or too expensive).
- ✓ Employers cannot ask you about your disability during an interview. They can, however, ask you to show how you would perform the job if he/she believes you might not be able to do the job because of a more obvious disability.

IDEA:

Mandates that young people with disabilities are entitled to a free appropriate public education. (FAPE). This is where you get things like special education services, supports, and accommodations through your IEP. These supports are required while in school, but not once you graduate. So learn your rights and know how to self-advocate for what you need!

Self-Disclosure

REMEMBER: There are no requirements that you disclose your disability to anyone at any time.

BUT – in order to receive accommodations at work or in school, you must disclose.

- ✓ Should I disclose?
- ✓ If I decide to disclose, **who** is an appropriate person to tell?
- ✓ **When** should I disclose
- ✓ **How much** should I disclose?
- ✓ **What** should I disclose?
- ✓ What are the negatives of disclosure? The positives?

If you choose to disclose, provide only information on:

1. How your disability affects your capacity to learn and perform effectively, and
2. The environment, supports, and services you’ll need in order to access, participate in, and excel in your job, studies, and community.

ACTIVITY

Write a few phrases you might want to remember if/when you decide to disclose your disability:

****Now turn to your shoulder partner and practice.**



Worker's Compensation

WHAT IS WORKER'S COMP?

Workers' compensation is a form of insurance providing wages, medical care and/or rehabilitation to employees injured on the job. By law, businesses must provide worker's comp insurance for all employees. DPS CareerLaunch interns are covered by DPS' worker's compensation insurance.

HOW DOES IT WORK?

No matter how minor the injury, students must report any internship-related injury to their supervisor and Internship Coordinator.

The injury must also be reported to Corvel, the school district's insurance company. **Students are required to report an injury within 4 days of the incident. Failure to do so could result in loss of work comp benefits.** To reach an on-call Corvel nurse, call **1-877-764-3574**. The nurse answering the call will determine if treatment is needed.

WHERE DO I GO TO GET TREATED?

Students must use one of the approved clinics to ensure their medical care is covered by DPS. Should an intern seek medical treatment for an internship-related injury from a private physician or through another clinic or hospital, the intern may be responsible for the cost. If the injury is a life or limb-threatening emergency, the intern should be transported to the nearest emergency provider.

DENVER PUBLIC SCHOOLS WORKER'S COMPENSATION PROVIDER LIST	
LOCATION	PROVIDER
Midtown Occupational Health Services 2490 W 26th Ave Building A, Suite 300 Denver, CO 80211 (303) 831-9393 – Walk-ins Accepted	Marc Steinmetz, John Raschbacher, Craig Anderson, Kirk Holmboe M.D.
Rocky Mountain Medical Group, P.C. 13650 E Mississippi Ave #120 Aurora, CO 80012 (720) 748-7072 – Available at this location Mon and Fri – Call Ahead	Brian Beatty, D.O.
Rocky Mountain Medical Group, P.C. 730 W Hampden Ave #200 Englewood, CO 80110 (303) 762-0900 – Available Tues, Wed and Thurs - Call Ahead	Brian Beatty, D.O.
Concentra 20 West Dry Creek Circle Littleton, CO 80120 (303) 798-1009 – Call Ahead	Kathryn Bird, M.D.



UNIT 16: Internship Documents

This unit provides an overview of the documents students will need to have completed before, during or at the end of their internship.

Document Checklist

The following documents must be completed, signed, and handed in prior to the end of Job Readiness Training.

NOTE: You will not be eligible for an interview with your Internship Site until you have completed and turned in ALL of the following documents.

- ☐ I-9
- ☐ W-4
- ☐ WES Packet, including Medical Consent Form
- ☐ Copy of your State ID (if over 18) or School ID (if under 18)
- ☐ Birth certificate or Social Security Card

Google Folder

You will be sent a link to a CareerEngage Intern Google Folder.

Inside this folder, you will find your

- Supervisor's bi-weekly evaluation (no editing capabilities)
- Timesheet (editable by YOU!)
- Journal Templates
- Final Evaluation Template
- Supporting docs from JRT

Journal Entries

Due by 5pm every Friday. Use the templates as a guide, but feel free to get creative. Record your thoughts and experiences. These will help inform your....

Final Presentation

Interns are asked to provide a Final Presentation summarizing their internship experiences. You may opt to display photos, create a poster or Power Point on your experiences or show a sample of your work.

Include:

- A little bit about the place that you worked.
 - People
 - Environment
 - A typical day
- Anything else you think is important
- What skills did you learn while at your internship?
- What did you like the most about your job? What did you like the least?
- How will this internship help you succeed later in life?

FINAL EVALUATION

Grading Scale: Meets Competitive Employment: Performs at the level of an entry level employee.

Minimal Support: Task is done independently (without prompts or assist) 75% of the time

Moderate Support: Task is done independently (without prompts or assist) 50% of the time

Maximum Support: Task is done independently (without prompts or assist) 25% of the time

Fully Dependent or Unacceptable: Task needs to be performed by another person 100% of the time or performance of task is not acceptable.

Specific Job Skill Development: Please list skills that the student will acquire during the internship experience.	Meets Competitive Employment	Needs minimal support	Needs Moderate support	Needs maximum support	Fully Dependent or Unacceptable
1.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Dates Covered By This Report: _____

Terminated? YES ☐ NO ☐

Attendance	Meets Competitive Employment	Needs minimal support	Needs Moderate support	Needs maximum support	Fully Dependent or Unacceptable
1. Attends work regularly; works scheduled hours	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Calls supervisor when tardy or absent	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Begins work on time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:					
Work Habits	Meets Competitive Employment	Needs minimal support	Needs Moderate support	Needs maximum support	Fully Dependent or Unacceptable
4. Uses work time appropriately	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Completes tasks in a timely manner and seeks new assignments when needed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Performs job safely and accurately	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Respects all rules and privileges, including breaks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Shows initiative; assumes responsibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Follows directions and retains information	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:					



Skills and Knowledge	Meets Competitive Employment	Needs minimal support	Needs Moderate support	Needs maximum support	Fully Dependent or Unacceptable
11. Solves problems on his or her own; can correct own errors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Asks questions when needed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Uses appropriate verbal and non-verbal communication skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Reports needs or issues that may affect job performance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Demonstrates behavior expected in the workplace.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:					
Attitudes and Attributes	Meets Competitive Employment	Needs minimal support	Needs Moderate support	Needs maximum support	Fully Dependent or Unacceptable
15. Dresses appropriately with attention to grooming and hygiene	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. Demonstrates good teamwork	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. Able to work independently	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. Is willing to learn new tasks and fully participate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. Shows respect for supervisor and co-workers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. Continues to show improvement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21. Resolves conflicts successfully	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22. Is respectful of workplace diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23. Accepts feedback from supervisor and co-worker	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:					
<p>If you had an open position in your company or organization, would you hire this student?</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A: Student is employed by this company.</p> <p>Please explain why or why not:</p> <hr/> <hr/>					



Time Sheets

YOU are responsible for your timesheet. If it is not turned in on time, you will not be paid on time.

- ✓ Internship Coordinator will send students and their supervisors a link to a Google sheet with the timesheet
- ✓ Timesheets should be filled in each day and then signed off by you and your supervisor prior to the 1st and 15th of each month. Your Internship Coordinator will text and email to remind you prior to the due date.
- ✓ ALWAYS round to the nearest 15 minutes. Ex: 4:56 should be rounded to 5:00. 11:32 should be rounded to 11:30

Time for some practice:

Date	Time In	Time Out	Total Hours	Date	Time In	Time Out	Total Hours
EXAMPLE	9:00	1:15	4.25				
15				26			
16				27			
17				28			
18				29			
19				30			
20				31			
21							
22							
23							
24							
25							

GRAND Total of Hours _____

POP QUIZ

****This Pay Period ends on the 31st. Therefore, I should make SURE the Internship Coordinator has my completed and signed timesheet before end of business (5pm) on the _____ of the month.**

****If the Internship Coordinator needs my timesheet before the end of the pay period, I can _____ the hours I am scheduled to work on those days.**



UNIT 17: FINANCIAL HEALTH 101

This unit provides introductory information on banking and the use of debit cards, credit cards and how to use your Young American's Bank account including online banking and other services.

Banking 101

As a participant in the CareerEngage Internship Program, you will be paid Colorado minimum wage for the hours you work.

For some of you, this will be the first time you have earned your own money or used a bank account. This unit will cover what you need to know to use your account responsibly.

Why put your money in the bank?

Why do people put money in the bank? Below are some benefits of using a bank account.

- 1. Safety:** Money is safe in the bank. Banks are insured to prevent loss to customers.
- 2. Interest:** Money in savings accounts earn interest.
- 3. Keep track of your money:** Using online banking or your bank statement, you can keep track of what you spent and your current balance.
- 4. Budgeting:** You can keep money in the bank to save for later. This keeps you from "impulse" spending because cash isn't readily available.
- 5. Emergencies:** You can use savings to pay for costs in an emergency rather than getting a loan or pay with a credit card.

Debit Card vs. Credit Card

When you open a bank account, you will typically be issued a debit card. A debit card allows you to withdraw money at an ATM and to make purchases at a store or online. The chart below explains the differences between a debit card and a credit card.

Debit Card	Credit Card
Can use wherever credit cards are accepted but funds available are based on the balance in your bank account.	Amount you can spend is based on your credit card's spending limit.
No interest.	Interest is paid on the balance left on the card at the end of each month.



Debit Card	Credit Card
Account is immediately debited the amount you spent and shows up on your account when accessed through online banking.	Account is immediately charged and will show up on online on your credit card statement.
Unlike an ATM card, a debit card can be used to withdraw money AND pay for purchases.	Credit cards may allow for both payment of purchases and cash withdrawal. <i>Cash withdrawal usually comes with a higher interest rate</i> than payment for purchases.
Like an ATM card, there may be a fee associated with withdrawals made at an ATM machine. There are 2 ways to accrue fees: 1. Terminal fee: Using an ATM at a location other than your bank. 2. Bank Fee: Some banks allow a few free withdrawals, but charge you per transaction after that.	Credit cards usually don't have additional fees for withdrawing cash or making purchases. However, there may be a terminal fee associated with withdrawing money.
A PIN (Personal Identification Number) is used to access your account when making purchase or withdrawing money using an ATM.	A PIN (Personal Identification Number) may be required when withdrawing funds or accessing account information.

Credit Card Basics

Many people opt to get credit cards to make purchases for things they can't afford to pay for using cash. Credit cards are great for emergencies but the fees associated with them can add up to big debt! Below are some basic guidelines to consider before applying for a credit card.

- Credit cards offer users a short-term loan.
- Credit card purchases are charged interest unless the account balance is paid off at the end of the month.
- Credit cards often offer an initial low interest rate that goes up after the first 6 months or one year.
- The APR (annual percentage rate) is the rate of interest you pay on your account balance. The average APR is 14-20%.
- Other costs associated with credit cards: annual fees, late payment fees, and over-the-credit limit fees.

Credit Card Scenario

Amount Borrowed:	\$250
Interest Rate:	18%= \$45
Late Fee:	\$25
Total Credit Card Bill:	\$320



UNIT 18: Wrap Up

This unit will wrap up the Skills Training and cover any last minute announcements or tasks that need to be completed.

1. Go over your Work-Ready Checklist
2. Review Google Folder support docs
3. Thank you!

Main Contact

Katie Kraft	CareerEngage Internship Coordinator	Katherine_Kraft@dpsk12.org	773-837-2007
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