

**ASE Student Career Development**

**Mentor/Intern Training**

**STUDENT SESSION**

Objectives

At the end of this training you will:

* Understand the difference between a job and a career
* Understand how your mentor will work with you to help you transition from the role of a student to an automotive service professional
* Understand and know yourself better so that your workplace behaviors and actions are planned, constructive, and contribute to positive encounters with others in the workplace
* Understand how to record your work experiences so that they become part of your educational experience and help build professional credentials
* Be better prepared for you to meet and work with your mentor

This training consists of three kinds of activities.

* Listening to your instructor explain ideas and concepts
* Video and interactive experiences, which illustrate interpersonal skills
* Discussing ideas and sharing with other participants and your instructor

**Welcome**

The AYES school-to-career model was developed to encourage and help qualified high school students develop successful careers in the automotive industry.

Through your efforts to achieve the distinction of being an AYES Student, you have set yourself above the pack and qualified for a workplace internship. You have also begun to build your portfolio of professional credentials.

AYES, as part of the ASE Industry Education Alliance, and its stakeholders – from the corporations that are supporting partners, to the employers, schools and instructors in the local community – all have an investment in your internship success and your future as an ASE Certified automotive professional.

**The Mentor**

One of the key elements of the AYES school-to-career model is the selection and training of ASE Certified automotive professionals as mentors. A mentor is someone who will work directly with you in the workplace as you gain real-world experience working on customers’ vehicles. Your assigned mentor has been provided training so that they will know how to be your greatest professional coach, your workplace teacher, and a role model of a successful and satisfied automotive service professional.

Your mentor will help you learn the profession by:

* Setting a good example. Showing and explaining how to prepare for technician work.
* Explain how to engage a repair job from the first contact with the customer. Proper documentation for payment purposes. Correct warranty compliance from the first test drive and vehicle return to the customer.
* Explain and demonstrate how to order parts and manage “cores” when required.
* Explain how to get proper authorization for unexpected repairs or observed problems when vehicle safety is a factor.
* Understand and adapt attitudes and behaviors which will encourage questions from the intern.
* Help the intern manage mistakes that he/she may make in ways that teach preventative actions in the future and in ways which leave the intern freely encouraged and educated rather than scolded.
* Maintain heightened awareness of the intern’s strengths and particular work skills. Then provide feedback regarding these professional strengths.
* Engage in conversations which teach and reinforce the attitudes of career professionalism.

**Welcome aboard!**

**Your Role in the Workplace**

The AYES internship consists of 320 hours of employment in an automotive service organization. Ideally completed in the summer, the internship is first and foremost an extension of the educational experience. During the internship you will be:

* Working on customers’ cars
* Earning a wage
* Beginning the process of acquiring a professional-grade hand-tool set
* Working with your mentor, who will supervise the quality of your work

You should plan on a variety of automotive technology experiences, limited only by your training, ability and results. The goal of the internship is to provide a full range of repair experiences as well as experiences which will help you understand and learn the role of an automotive service professional. In addition to applying the technical knowledge you acquire in the classroom, you will learn the importance of teamwork as you:

* Specify and acquire parts
* Seek advice, information and repair assistance from others
* Interact with supervisors and peers, both within your department and others in the workplace organization
* Acquire customer relations experience

You will be an active participant in the Mentor-Intern partnership. Your responsibilities are to:

* Accept direction as education not as criticism
* Be truthful with your abilities
* Be serious minded while at work, avoiding “horseplay” and teasing even though others may engage in this behavior
* Be productive – stay focused on the work at hand and be efficient with your time
* Appreciate and understand that your behavior and attitude reflect on your mentor, your instructor, your school, and the general population of other young people
* Understand that there may be others in the work space who are anxious about your presence; that you, represent a threat to their job security, envy your technical knowledge or other have other concerns

Your mentor is more than an expert service professional who will help you solve mechanical and electrical problems.

Your internship is a full dress rehearsal of what the life of an automotive service professional is like. Your mentor will guide you every step of the way, answer daily questions, and show you how to fit into the company culture.

Having a job is not the same as having a career. The difference between ‘job’ and ‘career’ is defined by how a person thinks about work, not by the work itself. What people do is also a statement of who they are; their career is part of their identity, or their reputation. This is what distinguishes a job from a career. Successful automotive service professionals have excellent people skills; their interactions with customers and their peers are positive and productive. Your mentor will help you grow into your career.

**Understanding Behavior and Emotion**

Our emotions can play an important role in our work. In the space below, list a few things that make you angry while working on a vehicle.

**What Makes Me Angry**

|  |
| --- |
| 1. |
| 2. |
| 3. |
| 4. |
| 5. |
| 6. |
| 7. |
| 8. |
| 9. |
| 10. |

Now, in the space below, list what you **do**, or how you **behave** when you are angry.

**How I Behave When I Am Angry**

|  |
| --- |
| 1. |
| 2. |
| 3. |
| 4. |
| 5. |
| 6. |
| 7. |
| 8. |
| 9. |
| 10. |

You’ve made two separate lists to help point out that what makes you angry is different from what you do when you are angry.

Working on cars can create a lot of emotions. For instance, we can feel delighted and pleased with ourselves when we finally discover the cause of that intermittent problem. On the other hand, we can become frustrated and angry when an exhaust manifold bolt breaks, leaving most of the bolt in the head

It’s not just mechanical things that can cause emotions; there are people problems too. There will be the customer who assures “you are the one” who caused the climate control system to fail because “it worked before I had the brakes done.” Or the service writer who asks you to stay late so you can finish his neighbor’s car and, of course, some of your friends who will ask you to “help” change the alternator on their car in the driveway “because it will only take a few minutes.” Oh yes, did we mention the documentation of your work on vehicles? There are warranty forms, documentation of recall service, documentation of core returns, and then that occasional callback that will have to be handled.

It is not enough to know how vehicles work. Automotive service professionals also have to know a lot about the workings of people.

**Understanding People**

*The best way to get along with others is to understand how people work.*

If we made a list of all the different vehicles that have been manufactured in the last five years, we would have a very long list with a lot of variety. Yet, with all of this variety, much about automobiles is fundamentally the same. They all have an engine, a transmission, usually with some kind of torque converter, a suspension, windshield wipers, etc. You get the idea – different vehicles, yet a lot of the same “stuff.”

People also come in a wide variety. But, like automobiles, within this variety there is a lot of the same stuff. The best way to get along with others and to find happiness in your own life is to understand how people work. After all, you are a person first and an automotive professional second.

For the purposes of this training, we will describe people as having four important components:

1. The **thinking** component.
2. The **things I’ve already learned** component.
3. The “**this is really important to me**” component.
4. The **emotional** component.

*Thinking is talking to yourself.*

The ability to talk to ourselves and create visual images in our head is one way we use our intelligence. We can invent new things, make plans of action, and solve problems.

**PROBLEM SOLVING REQUIRES ACCCURATE THINKING**

If a customer complains, “My brakes are all messed up,” about all we can reasonably infer is that something is wrong. Instead, if that same customer were to say, “You know, I get this awful grinding sound and my brake pedal actually feels like it’s pulsing up and down when I stop.” we now have much more “problem-solving” information.

When it comes to dealing with other people what is actually inaccurate thinking can **seem sensible** when in reality it is **no**t.

“He’s such a jerk.” There is no real information here. But it may seem like there is. What happens is this: such nonsensical phrases provide “**cues**” to the pre-conscious part of our thinking.

*A lot of our thinking depends on the* ***things we have already learned.***

Almost all of our thinking depends on information we have already learned. You could not imagine your kitchen sink if you had not already seen it. The “things I’ve already learned” component is very powerful in our daily living. One of the unusual qualities of this component is that much of the time we don’t even know it’s in operation. Let’s use driving a car as an example. Most of our actions, once we have learned to drive, seem automatic to us. We don’t think, “I have to move my arms in a circle with the steering wheel to turn right.” Instead, we just do it. Yet, we know that if our arms and legs were not directed by our brains, there would be no meaningful motion. We are able to drive because we have learned to drive.

Automatic actions happen because of pre-conscious thinking. We do these things without thinking, based on what we have learned from an earlier time and our repetition of that action.

Pre-consciousness is sort of like memory, but more complicated. An important understanding of our pre-conscious lessons-learned is that we do not know what all of them are; we need a cue to call up what we have stored in our pre-conscious mind.

Another important component of the things we have already learned is that they lead to **expectations**. If, for example, you go to any one of the popular fast food restaurants, you would be surprised to see linen tablecloths and a wait staff. It’s simply not what you expect**.**

Expectations have a great deal to do with satisfaction. If you are able to exceed what a customer expects from a service repair experience, they walk away “pleased.” On the other hand, if you fail to meet their expectations, you end up with a disappointed or dissatisfied customer.

**Expectations are mostly invisible**. If, as part of this training, you were instructed to remove your shoes and trade them with someone in the class, you would immediately realize this is not something you expected. You would probably feel uneasy and refuse to do it. On the other hand, if instructor announced that every participant would get a 100 dollar bill for lunch allowance, you would be happy and surprised. This was not expected.

**We expect things from ourselves.** We, as human beings, have a very interesting quality due to our intellect: we can be participants and observers at the same time. If you are shooting basketball free throws, you can throw the ball and evaluate yourself, at the same time. That was a great shot.” or “That was a pretty bad shot.”

**We expect things from others**, also. When the traffic signal turns green what do you expect the driver in front of you to do? What about the driver approaching the red signal on the cross street to the intersection? Traffic laws have set established common expectationsfor various traffic situations. Thus “everyone knows” what to do to avoid a collision and to keep traffic moving effectively.

*Our thinking is influenced by the* ***things that are important to us*** *– our value system.*

As we move through life, we tend to be attracted to and accumulate things and ideas that are important to us. Do you have certain prized possessions? Of course you do. However, notice that what are considered “prized possessions” differ from person to person.

For those items that we consider prized possessions, certain things are true. We will spend money on them, we will put forth effort for them, we may endure discomfort and/or work hard to create, maintain, and use them, and we will be consistent over time in the process of enjoying them

Ideas, rules of personal conduct, and concepts can also be prized possessions. We hold dear certain ideas of “how things should be.” For example, how would you feel if you caught a friend snooping through your personal things and then taking some? This is behavior you would not expect from a friend. For most of us, the definition of a “friend” would be a person who is honest, loyal, and trustworthy. Our definition of friendship is a prized possession, and is part of our value system.

When people make plans to pursue a desire or a goal, our value system, and our experience (the “things I have already learned” component) get put together. The outcome of this thinking is the emotion of desire and a plan to pursue that desire.

The professional automotive technician has a desire to pursue or carry out a repair. Of course, the knowledge of how to do the repair and the skill of performing the repair are also essential elements. Notice, however, that without the desire to do the repair correctly, knowledge and skill becomes meaningless

The level at which you value your role as an automotive service professional will be the most important factor in determining the quality of your work and your level of satisfaction in your career.

When people make plans to pursue a desire or a goal, our value system, and our experience (the “things I have already learned” component) get put together. The outcome of this thinking is the emotion of desire and a plan to pursue that desire.

The professional automotive technician has a **desire** to pursue or carry out a repair. Of course, the knowledge of how to do the repair and the skill of **performing** the repair are also essential elements. Notice, however, that without the **desire** to do the repair correctly, knowledge and skill becomes meaningless.

The level at which you **value** your role as an automotive service professional will be the most important factor in determining the **quality** of your work and your level of **satisfaction** in your career.

*Our* ***emotions*** *come from what we think an event means, not from the event itself.*

Our emotions are stimulated by our thinking, our experience, and our value system. Imagine someone is serving a piece of pie and suddenly coughs all over it just before placing it before you. Your reaction would no doubt be loss of appetite, and an “I don’t want that anymore!” kind of reaction.

Let’s look more carefully at what happens. Someone coughing on your food is a “cue.”

You see it, you hear it. The pre-conscious brain, the “things I’ve already learned” component, immediately tells you a story about germs. You don’t “hear” this story in your head, but your emotion component does and you lose your appetite.

Emotion itself is a physical event in our bodies. When we are nervous, our heart rate speeds up, we perspire, and we tend to fidget more. When we are really happy, we move more easily, we laugh, we often talk louder and more rapidly, etc.

The ability to **express** our emotions is separate from our ability to **experience** our emotions. We can **say** what we think and we can **show** our emotions.

How we express our emotions, especially in the work place, is very important. In fact, when people get in trouble in the work place, it is almost always because of how they express their emotions rather than incompetent work skills.

*People in the service business are always targets for customer frustration.*

One of the most important roles mentors have is to help us understand the source of our emotions and how to express them in useful and appropriate ways.

**Things I Can Do to Help Me Manage My**

**Emotions**

|  |
| --- |
| 1. |
| 2. |
| 3. |
| 4. |
| 5. |
| 6. |
| 7. |
| 8. |
| 9. |
| 10. |

This will be a good time to watch the video “Managing Your Emotions.” During this video, you will hear an explanation of the concepts you have just read about. You will also have an opportunity to see mentoring in action. Notice how the mentor teaches the younger technician how to manage himself in a more professional way and how the mentor uses the same technique to deal with his own emotions.

**ACTION TAKEN**

We “REACT” – by expressing Emotion and Taking Action

We “PLAN” – to express our Emotion and what Action to Take

EMOTIONAL RESPONSE

We talk to ourselves

– THINKING –

about the “Event”

Conscious Pre-Conscious

Talk (Thinking) Talk (Thinking)

What we value

What we expected

What we have already learned

What we want

We interpret – give meaning – to the event based on:

We take them in

**See Hear Touch Taste Smell**

**EVENTS**

**HAPPEN**

**EVENT THINKING OUTCOME**

**Accurate Communication**

*The ability to ask questions clearly will help you obtain the information you need.*

In the course of your work as an automotive service professional, others will be seeking information from you. Your technical expertise, clear thinking, and good judgment will often need to be explained to the customer, the service adviser, or other technicians. At times you may be seeking information or advice from others. The ability to ask questions clearly will help you to obtain the information you need.

Remember that thinking is talking to yourself. You “hear” your own voice in your head. Clear thinking requires the use of words that are truly descriptive of what is being described. For example, “That rear caliper is all messed up,” does not give the listener any usable information beyond “it doesn’t work.” This would be better:

“The dust boots failed on the rear caliper so it no longer floats properly. This means reduced effectiveness upon braking and improper release when not braking. The improper release has caused excessive pad and rotor wear, no doubt a loss in fuel efficiency, and probably excessive heat. I should look at the bearings and seals as well. They can be damaged by excessive heat.”

Of course, clear thinking and the accurate communication of that thinking require many more words. The key to accurate communication is to have the message very clear in your head before you speak.

**Sending Clear Verbal Messages**

In order to send a clear verbal message, you need to be clear in your own mind first about the purpose of the message.

Most communication between people has one of the following purposes:

**Reasons for communication**

- To ask a question

- To state reality

- To explain a theory

- To ask for something

- To explain emotion (how you feel)

- To resolve a problem

The following dialog will help you see the differences in these types of communication:

*Situation: Intern needs to pick up dry cleaning before 5 p.m. and just remembered while at work.*

**Intern:** What time is it? (Question)

**Mentor:** It is 3:32. (Stating reality)

**Mentor:** I think the clock may be off a few minutes, though. The power went out a couple of hours ago and the clock may have been set wrong. (Explain theory)

**Intern:** I just remembered that I need to pick up my dry cleaning before 5 today. Would it be all right if I left early? (Question)

**Mentor:** You put me in an awkward situation here. The work load is backed up and the boss will be mad if he sees you left and knows I said it was okay. (Explain emotion)

**Mentor:** I have an idea though. Tom in parts often leaves on errands. We should ask him if he can help. (Problem resolution)

One of the best ways to ensure a clear message is to state the

**purpose** of the message first. For example, if you have a question, start by telling the listener “I have a question and could use your help.” This will help prepare the listener for the purpose of your message.

**How to Listen Accurately**

*Focus your attention on the speaker.*

Listening to another person speaking is more complicated than

it may seem. The problem is that our brain may start talking to us before the other person has finished speaking. For example, if a customer says to a technician, “Now there is a big oil spot

on my passenger seat …,” the technician may say in his or her head, or even out loud, “Well, I didn’t make the spot. Don’t blame me!” The inside thinking could prevent the technician from hearing the rest of the message, which was, “I think my grandson did it. Do you know how to get it off?”

We call this “data blocking.” We think we already know what the person is going to say, so we do not pay attention to the actual message.

This is not the only reason we may “data block.” We may block data because we already have a theory of our own that we believe is simply more credible than the other person’s. Or, we may simple not believe the other person is credible.

Good listening requires that we stop talking in our head about what **we** think and focus our attention on the speaker. It is hard to think in terms of “not reacting to what is being said,” so instead, think of what you will do. “I will listen to understand the speaker’s thinking and theory about whatever it is they are talking about. Listening to **their theory** does not mean I agree or disagree with what they are saying.

The next step is to prove to the speaker that you heard his or her theory by saying it back. For example:

**Customer:** I never use my parking brake because I want it to work if I really need it.

**Tech:** Oh, so you’re thinking that by not using it you are “saving it” for when you really need it

**Customer:** Yeah. That’s what I mean.

Now the technician can explain what happens to the cables and other mechanical parts if they are not “exercised” on a regular basis.

A listener can also help a speaker send a clear message by asking questions relevant to the topic at hand. For example:

**Customer:** This car is really messed up. You can tell at every stop light.

**Tech: Does it seem to run rough when stopped? Is it hard to accelerate because there is no power?**

**Customer:** Yeah. The first one. Rough. Shakes the car. After I put my foot on the gas when the light’s green, it’s okay.

**Other Things that Can Influence Our Communication – Personal Styles**

*Our personal communication style can have a big impact on the messages we send and receive.*

So far in our work towards understanding people, we have focused on ways in which people function in basically the same way. Yet, like cars which are basically alike, there are still some very real differences between models. This same reality applies to people. We are all alike in many ways, yet we are all unique as well. People come in different styles and as we interact with one another, the personal style of each person can be a major factor in how the interaction unfolds.

We can learn more about our own personal style by completing the *Personal Style Discussion Stimulator*. The *Stimulator* is comprised of a group of questions about our personal preferences. How you respond to the questions will give you a suggestion as to what your style probably is.

**This Stimulator is not a test.** It is only a way to help illustrate your personal style. The mostly true/mostly false answer to each question is never right or wrong. It is simply a description of your preference.

**There are no good or bad styles.** All styles promote certain strengths and talents that are useful in the workplace.

Your mentor will also complete the *Personal Style Discussion Stimulator*. You’ll learn about all of the styles and you and your mentor can discuss how your personal styles may compare and contrast with one another.

Knowing something about our personal style helps us explain our own behavior as well as better understand the behavior of others. Our personal style is developed early in life and tends to remain much the same for our entire lives. Our style can be observed in almost everything we do.

**The Determined Person**

*The Determined person is always “on task.” Even if they are watching TV, it is because that’s a show they want to see. Determined people think in terms of action plans. They have clearly defined goals and want to know only what will help or hinder them in accomplishing their daily plan. Decisions are calculated, but quickly made.*

**The Social Person**

*The Social person consults and trusts their feelings first. This sense of comfort or discomfort gives direction. They are very aware of how interactions are going with other people. The Social person thinks in terms of how others will react and what the roles of others will be in the course of their own daily life.*

**The Detailed Person**

*The Detailed person needs lots of information. They make careful decisions regarding behavior and will want to maintain “standards.” Things not “in order” can be a source of discomfort. The Detailed person thinks in terms of what steps need to be taken and what they need to know to take them.*

**The Predictable Person**

*The Predictable person feels comfortable with structure and tradition. They establish a routine which is “sensible” and then stick to it. Major changes in life are often greeted with anxiety or frustration. Predictable people think in terms of keeping things on track while avoiding upheaval or conflict.*

Let’s take a look at ways our personal style can affect our communication:

**1. The Determined Person**

The effect on the messages you **send:**

* You may sound like a “know-it-all.
* Your tone may be condescending.
* You may take over the conversation.
* You may sound “demanding” when you think you are just “being clear.
* You may talk too fast and move from one idea to another too quickly.

The effect on the messages you **receive:**

* You may interrupt others before they’ve expressed all of their ideas.
* You may start thinking about what you’re going to say instead of listening.
* You may discount what you are being told because you have a “better” theory in mind.
* You may not pay attention to the emotional signals being sent with the information.

What you can do to fit in better:

* Listen more carefully.
* Ask what others think.
* Be gentler in your speech.
* Slow down and enjoy the ride.

**2. The Social Person**

The effect on the messages you **send:**

* You may talk too much about things not relevant to the task at hand.
* You need to make certain you know the difference between when you’re feeling something and when you’re thinking something.
* You may take over the conversation.
* You may need to narrow your scope and stay more focused on using information words instead of feeling words.
* You need to have a clear reason in mind about why you are sending a message.

The effect on the messages you **receive:**

* You may hear the feeling part very well, but miss some information.
* You may let your own feelings get in the way of receiving information.
* You may have a hard time waiting your turn to say what you feel and think.
* You may be distracted by some other event within your awareness.

What you can do to fit in better:

* Observe the immediate situation more carefully before you jump in.
* Share the stage – there’s lots of room.
* You don’t need to hide your emotions, but you may want to contain them.
* Remember that there is a job to do.

**3. The Detailed Person**

The effect on the messages you **send:**

* You may spend too much time describing how you came to understand something instead of just saying what needs to be understood.
* You may give detailed descriptions of situations when fewer details may be more efficient.
* You may have a more difficult time describing the bigger picture.
* You may avoid telling how you feel but talk a lot about what you think.

The effect on the messages you **receive:**

* You may ask questions which stray or detract from the main point.
* You may “get stuck” thinking about part of what is being said and not hear the rest of the details.
* You may have a hard time listening to general information; you want to know “what this means.”
* You may have a hard time hearing what you need to hear in order to make a decision.

What you can do to fit in better:

* Pay more attention to those around you, especially how they are feeling or what they are thinking.
* Watch out for your own perfectionism – not everything needs to be perfect.
* Take input gracefully.
* Remind yourself that sometimes there are no definite answers to a situation.

**4. The Predictable Person**

The effect on the messages you **send:**

* You may assume others already understand something they don’t.
* You may have a difficult time exploring concepts that are new to you.
* You may avoid explaining what you need and what you want to happen.
* You may have a difficult time explaining priorities.

The effect on the messages you **receive:**

* You may have a hard time paying attention to something you don’t agree with.
* You may stop listening and just “give in” to keep the peace.
* You may have a difficult time sorting and prioritizing new ideas.
* You may experience feeling of anxiety if you think someone is asking you to change.

What you can do to fit in better:

* Know that change is always a bit unsettling to you, and take a few deep breaths.
* Offer possible solutions instead of talking against proposed ideas.
* Sort out the details of a situation – your feelings may make it difficult to prioritize things.
* Tell others what you really feel and think, even though it may be tempting to tell them what you assume they want to hear.

There are other factors that can influence the ability of people of any style to communicate accurately as well, such as:

* Fatigue
* Time pressures
* Sickness
* Personal issues

**Tips for Getting Along with Other Styles**

If you work with the **Determined person**, they will:

* Want to “get things done”
* Prefer to “stick to business” - there will be little time for social interaction
* Want to know who is in charge of what
* Expect quick and clearly defined decisions

If you work with the **Social person**, they will:

* Want to know who is involved
* Talk about how everyone feels about the situation at hand
* Like the “around the family table,” “let’s talk about it” style of interaction
* Want to be directly involved with all decisions that are in their sphere of operation

If you work with the **Detailed person**, they will:

* Need lots of information about any project
* Want specifications or other details that will allow them to assess the “correctness” of things
* Be a perfectionist, maybe to a fault, causing others to become frustrated
* Be critical and judgmental of others because they don’t measure up to “standards

If you work with the **Predictable person**, they will:

* Want things to run at their normal pace with everyone getting along
* Want to get the job done the way it has always been done
* Tend to be agreeable rather than express true opinions
* Want to preserve the already-established organization

**Understanding Expectations**

Our expectations of a situation greatly influence how we react to a situation. Stated another way, our expectations help set-up our emotional response. An example will help us illustrate how this works.

Sam is taking both math and history in the same semester.

Sam has always been an excellent math student, but struggles in his history class. Both classes have final exams in the same week. Sam decides not to study for his math exam as he has gotten A’s on all the previous tests and believes he knows the concepts very well. On the other hand, Sam has gotten mostly D’s on his history tests, so he devotes all of his energy to studying for this exam.

When Sam gets his test grade in history, he discovers that he got a “B” on the exam. He is very excited – this is the best grade he has ever gotten in history. The next day, Sam gets his math grade back and discovers that he got a “B” in math as well. Sam is very disappointed to have received a “B” in math

Notice that in both cases, the grade Sam received was exactly the same, yet he was happy with one and disappointed with the other. The grade itself does not explain the difference in Sam’s reactions. Rather, Sam’s **expectations** made the difference in his emotional reaction – he did not expect to do well in history, and therefore was excited to get a “B.” But he expected to do very well in math, so he was disappointed with the “B.”

You have expectations about your internship, some you may already be aware of and some you may not be. Understanding your expectations can help you prepare for the situations you will encounter.

As you think about having a mentor of your own, what do you believe you need from your mentor and how would you like your mentor to behave? Briefly stated, what do you expect from your mentor? We will be discussing this in a few minutes. Use the space below to write a few of your expectations.

**What I Expect from My Intern**

|  |
| --- |
| 1. |
| 2. |
| 3. |
| 4. |
| 5. |
| 6. |
| 7. |
| 8. |
| 9. |
| 10. |

It is also useful to pose the question, “What will my mentor expect of me?” Again, make a few entries in the space provided below. We will make a flip chart list in a few minutes.

**What Will My Mentor Expect from Me?**

|  |
| --- |
| 1. |
| 2. |
| 3. |
| 4. |
| 5. |
| 6. |
| 7. |
| 8. |
| 9. |
| 10. |

**Work Relationships – Additional Things to Consider**

Adults in the work place face a variety of situations and challenges that are not usually found in an educational setting. As you make the transition from school to the work place, please consider the following:

* Everyone works; this is how they earn a living. Any trouble at work could mean the loss of a job or income.
* Your mentor will be responsible for you. How you conduct yourself will be a reflection on their reputation and job status.
* How you conduct yourself will also be a reflection on the reputation of your instructor and your school.
* How you conduct yourself is also a reflection on the youth of our society. Approach the internship with a sense of pride and dignity; avoid bad language, jokes that degrade or make fun of others, suggestive remarks, etc. Such behavior does not help you make friends but can easily earn you disrespect from some.
* Avoid “horseplay” in the workplace. It is too easy to unwittingly cross the line between what is acceptable and what is not.
* You may encounter others in the workplace that resent the internship opportunity you have or are otherwise feel threatened by your presence there. The best way to manage this kind of situation is to acknowledge that you feel fortunate to have the opportunity and are grateful to those who are helping your career development as role models.
* Adults in the workplace may have children who are struggling with life circumstances. On one hand, while they may be happy for your good fortune, it is best to wear your success with gratitude and a measure of humility
* Beware the gossip circle. Because you are new to the workplace, you may encounter someone who wants to fill you in on all the complaints and shortcomings of others. Remember that what you say may easily get spread around the company “grapevine.” Avoid statements and conversations that could embarrass you if they were repeated.
* Do not lend or borrow money. Period.
* Make certain you understand the rules of conduct at work – where to park, when and if you allowed visitors, who to call if you will be late or absent, etc.
* Stay focused on your work and use your time at work for work-oriented efforts. In business, time is money; spend it wisely.
* If you encounter problems with your work assignments, your mentor is your primary resource. If you encounter problems with your relationship with your mentor or supervisor, bring them to the attention of your instructor or work-based learning coordinator. Do not go to others in the workplace.

**Meeting Your Mentor**

Are you are excited about the opportunity to be an AYES Student?

Confirm that you are excited about your internship.

Get to know your mentor by asking a few questions. Here are some suggested “conversation starters.” (You may think of more.)

1. What did you do right after you graduated from high school? Would you do what you did again?
2. What do you like most about your work? Least?
3. What kinds of things do you do in an average week?
4. In what way did your education prepare you for this job (or not)?
5. If you could go back to high school, what would you do differently?
6. Why are you interested in being a mentor?
7. Whom do you admire? Why?
8. How did you choose your career?
9. What are the advantages of work in your career? Disadvantages?
10. What do you think determines a person’s progress in a good company?
11. How did you get where you are?
12. Do you, or did you, have a mentor(s)? In what ways did you benefit? How did that person help you?
13. What do you think is the most important factor to success?
14. What is the appropriate dress?
15. What are the hours I will be working?

**Conversation starters/questions you should be prepared to answer:**

**“Tell me about yourself.”**

Keep the focus on yourself – not your family or friends.

Give examples that illustrate your qualities, interests, and achievements.

* Class projects/competitions
* SkillsUSA activities

Concentrate on here and the future rather than the past as well as on your strengths and on the goals for which you’re willing to work hard.

**“How is school going?”**

* **Be positive.** Focus on an aspect of school you like or find particularly satisfying or challenging. Mention areas where you’ve experienced success or some upcoming class or project that you’re anticipating. If you have negative feelings about something, don’t bring them up.
* Understand that the mentor is just trying to get a conversation going with you and get to know you better. They want to like you and are looking for experiences and interests that you have in common.

They are not trying to put you on the spot about your academic achievements. Keep in mind, the mentor’s age and position do not obligate you to answer any question you’d rather not answer. In a nice way, you can shift the conversation to something more positive. For example, you might say:

* “That wasn’t my most successful moment. I’m much more interested in …”
* “I’d need to think about that for a while.”
* “I’m not sure how to answer that question. I thought you were going to ask me about …”

**Other Questions Your Mentor May Want to Ask You:**

* Why are you interested in automotive technology?
* Why did you apply for an AYES internship?
* What do you want to do beyond high school? What are your plans for getting there?
* Are you involved in extracurricular activities at school (including SkillsUSA)?
* Do you play sports?
* Have you been in any competitions?
* Do you have any hobbies?
* Have you ever had a job while going to school?

**NOTES**

|  |
| --- |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |