

step up

Level 1 Supervisor Handbook

Supervising and Mentoring An Intern



Dear Step Up Supervisor,

Congratulations on your participation in Step Up, one of the country's premiere youth employment programs! You've joined the prestigious ranks of over 200 top Twin Cities nonprofits, government entities, and local businesses who typically employ remarkable young interns.

You've got some exciting months ahead of you! As we all adapt our plans in response to the COVID-19 pandemic and community trauma, we deeply appreciate your commitment, collaboration and flexibility. While our summer 2020 program looks different than a previous years, we are excited to still be able to offer Minneapolis young people the opportunity to develop their employment skills and earn money each summer. These young people are members of the most valuable generation we've ever raised in Minneapolis. They represent the diversity of our future, cross cultural barriers every day, and will be the leaders of our workforce and our prosperity. Before we know it, they will be running our companies, civic organizations, and nonprofits!

You have the tremendous honor of collaborating with young people to support them as they shape their lives and futures.



As a supervisor, you'll be opening new career doors and helping them navigate the challenging world of work. You'll be helping them build vital 21st century professional skills and gain the confidence and focus they need to accomplish their educational and professional goals. And through your own personal example, you'll be modeling equity and professional behavior that will stay with them for a lifetime.

This Step Up Employer Handbook is designed to guide you along the way. You'll find important information on young people as well as how prepare, develop, support, mentor, and communicate with your intern over the course of the next few months. Our Step Up staff is here to support you every step along the way.

Thank you so much for your strong commitment to the young people of Minneapolis and the economic vitality of our great city. We are truly honored to be your partners in this critical work.

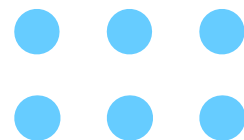
Sincerely,

Jacob Frey
Mayor
City of Minneapolis

R.T. Rybak
President and CEO
Minneapolis Foundation
Step Up Founder

Kate Quinn
Vice Chairman
Chief Administrative Officer
U.S. Bank
Step Up Co-Chair

Jonathan Weinhagen
President and CEO
Minneapolis Regional
Chamber
Step Up Co-Chair



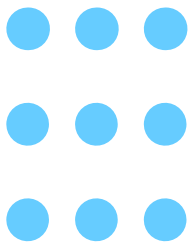
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Section 1 - Step Up Program



About Step Up

Step Up prepares Minneapolis youth for tomorrow's careers. Step Up recruits, trains and places more than 1,400 young people (ages 14-21) in paid summer internships at more than 200 employers in a typical year. With a collective of partners spanning 15 industries and multiple sectors, Step Up is the largest and most enduring program of its kind in our region.

At a time when we have an enormous equity gap and a shocking regional workforce shortage, Step Up is a solution to both. We're at a point where no one group or organization can solve the challenges we face.

The government can't do it alone.
The private sector can't do it alone.
Philanthropy can't do it alone.

The only way we'll move forward is by standing united. Step Up is a collective of partners—a backbone of support that joins nonprofits, businesses, corporations, schools, and the City together in a common goal: to prepare today's youth for tomorrow's careers and build a strong regional economy.

Step Up supports historically under represented youth in Minneapolis who are ready to navigate the professional world. The program helps organizations diversify their workforce and build a strong base of young, skilled workers for the entire region. Step Up has provided over 29,000 internships since 2003, yielding tremendous benefits for young people, businesses, and our regional economy. Step Up is more than a job; it's a way forward.

We're building a springboard to connect youth to the people and places that will get them where they want to be. Step Up provides a chance for young people to be daring, explore careers, and create a vision for the future alongside professional mentors who can guide them. Interns get their first job, and then a second. They gain real-world knowledge, broaden their networks and get a foot in the door at life-changing careers. Yes, Step Up bolsters resumes and launches careers, but more importantly, it expands horizons.

Step Up is smart for youth, it's smart for business and it's smart for our region. It's an opportunity to invest in the next generation. However, Step Up isn't just the way we'll move one young person forward—it's the way we'll lift up our entire community. With Step Up, you're a part of one of the largest and most enduring cross-sector networks, with over 200 partners dedicated to saying 'yes' to Minneapolis youth and the future of our economy. Hope starts today.

Are you ready to Step Up, Minneapolis?



Who is Involved?

- City of Minneapolis Mayor Jacob Frey
- R.T. Rybak, President and CEO, The Minneapolis Foundation and Step Up Founder
- Kate Quinn, Vice Chairman Chief Administrative Officer U.S. Bank and Step Up Co-Chair
- Jonathan Weinhagen, President and CEO of the Minneapolis Regional Chamber of Commerce and Step Up Co-Chair
- Over 200 community organizations, businesses, and government entities who are dedicated to helping young people and developing our future workforce.
- Over 1,400 young people ages 14-21 who complete training every year.

Step Up is a partnership of the City of Minneapolis, AchieveMpls, CareerForce, and Project for Pride in Living.

The Youth We Serve

The Diverse Workforce of Tomorrow: Step Up interns come from a variety of ethnic, cultural, and socioeconomic backgrounds. This diversity represents the changing demographics of our region. Each summer, supervisors report the diversity of Step Up interns encourages more culturally-fluent workplaces. These interns who reflect the communities in which these employers operate and the customers they serve offer energy, new skills, and fresh perspective.

We Can't Leave Anyone Behind: Minneapolis–St. Paul has thrived for decades because of the exceptional level of talent in our region. Prior to COVID-19, our region was expected to face a workforce shortage of nearly 62,250 workers in 2020. Since the pandemic, the landscape of work has dramatically changed leaving many unknowns for our communities, especially for our young people. Step Up provides an opportunity to invest in the next generation who will power our region for decades to come.



1,204 youth

participants received a paid opportunity in 2020



247 youth born

in countries outside the US

86%

youth of color

19%

youth with disabilities



50% of participants

in the Step Up Program were from immigrant families in 2020



In 2020

Step Up trained over 1,800 youth



Building a globally-fluent and multicultural workforce starts with hiring. Step Up interns were born in 27 different countries. This is the kind of diversity that showcases the multicultural workforce of the future.

88% of participants

completed an internship in 2020



87% of interns

qualified for free or reduced lunch in 2020



Step Up has provided over 29,000 Alumni since 2003

Step Up Level 1 Program Timeline

Intern Preparation

Intern Recruitment | January - February

Step Up recruits young people ages 14-21 through schools and community partners. To qualify, applicants must live in Minneapolis, meet income or other eligibility guidelines, and successfully complete a competitive application and work readiness training.

Work Readiness Training | March - April

Typically Step Up participants receive 10-12 hours of in-person Work Readiness Training. This year, we were still able to provide 10-12 hours of Work Readiness Training, although not in person. We were able to deliver our training this year through a virtual platform that all participants were invited to complete. Please see page 7 for a more detailed description.

Intern Placement | April - May

Step Up matches participants in positions based on the alignment of their interests, skills and experience with the position's requirements. If you determine that your intern isn't a good match, please contact your Job Coach to discuss next steps.

Key Summer Dates—Mark Your Calendar!

Official Internship Start Date | June 14

First official day of work for Step Up interns.



Professional Development Online Training | TBD

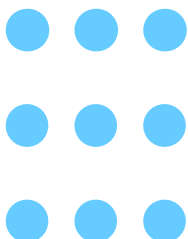
We are working to develop an Online PD experience for interested youth. Once finalized, All interns will be invited to complete the online professional development training that will be accessible starting in July. All interns will be invited to this online opportunity. Youth will be informed when this happens but are not required to track attendance. We'll send Supervisors information on this experience. You can consider building it into an interns work plan as well if you are looking for ideas.

Step Up End of Summer Celebration | August 13

Step Up will host this year's annual End of Summer Celebration virtually at this close of partnership. We'll update on details this summer!

Official Internship End Date | August 13

Last official day of work for Step Up interns (individual interns may end earlier or later if arranged with the intern).



Work Readiness Training

Step Up is divided into two components based on age:

1. **Level 1** is for interns who are 14-15 years old. Interns are placed into internships that give them a foundational work experience with deep and intentional mentoring to prepare them for more challenging positions, including Step Up Level 2. Youth work in parks, community organizations, public agencies, and nonprofits. Wages are paid for by the City of Minneapolis.

2. **Level 2** is for interns who are 16-21 years old. Interns are placed into resume-building internships that offer them a professional experience and exposure to a variety of potential careers. Youth work in private sector businesses, public agencies, and nonprofits across 15 industries. Wages are paid for by the employers.

All Step Up interns have completed 10-12 hours of Step Up Work Readiness Training. The typical classroom training sessions blend lecture, class discussion, writing activities, peer feedback, and small group activities. The training typically ends with a mock interview for those interns who are 15 or older. The curriculum is designed to be developmentally appropriate, more challenging, and comprehensive as interns get older and move through the program. Generally, interns learn the following components of work readiness:

Communication Skills

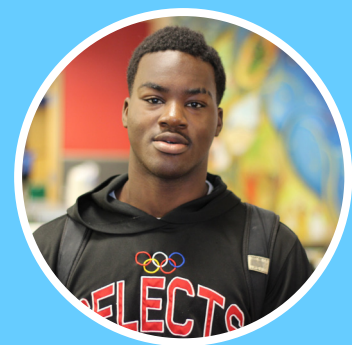
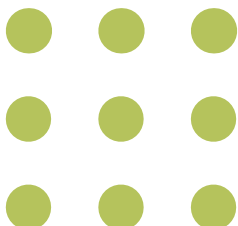
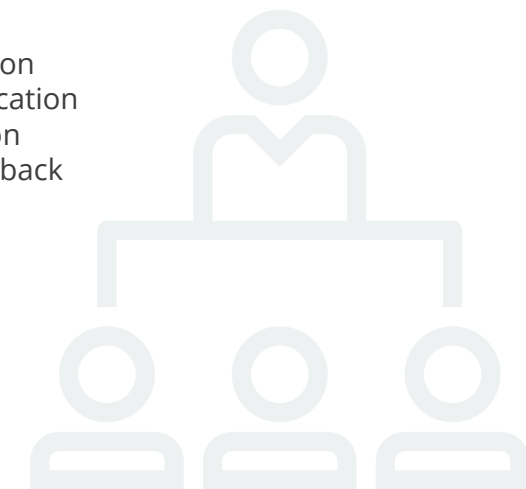
- Written communication
- Situational communication
- Verbal communication
- Receiving/giving feedback
- Interviewing

Decision-Making Skills

- Problem solving
- Taking initiative
- Responsibility
- Ethics
- Integrity
- Respectfulness

Life-Long Learning Skills

- Good attitude
- Character
- Etiquette
- Promptness



What to Expect from an Intern

Step Up Level 1 interns often have never had a job before or have had limited work experience. Work readiness training covers the foundational skills for success in the professional world, but the internship will truly help them build those skills and apply them to the real world—the internship is part of the learning experience.

We strive to place each intern in a job that matches their individual skills.

However, there are some skills you will likely have to teach any intern who is new to the work world. For instance, while most of our interns have basic computer skills, Step Up interns will likely need to be taught to use Microsoft Outlook to send emails or create calendar invites.

Every intern will be at a different level in their professional development. Your guidance and mentorship will help shape their success and reinforce the lessons they learned in training.

Step Up Job Coaches

The vast majority of Step Up interns successfully complete their internship without a problem. Occasionally, an issue does come up, and Step Up is here to help.

Each intern-supervisor pair will have the support of a Job Coach. Your Job Coach will serve as your main point of contact for the summer. The Job Coaches will support in making sure the intern and supervisor have everything needed for a successful summer internship. You will meet your Job Coach in or before the first week of the internship.

Type of Help Job Coaches Can Provide

On-going Support

Your Job Coach will regularly be in touch throughout the summer to share helpful tips and best practices, alert you to upcoming events, and remind you of key program milestones.



Acute Issues

Your Job Coach can help with any acute issues that arise with your intern over the summer like trouble showing up on time or difficulty accepting constructive feedback. Your job coach can help you with the time-sheet submission process through TSheets.



When to Reach Out to Your Job Coach

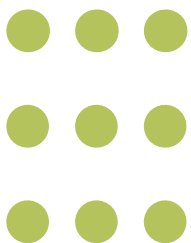
First, address the issue directly with the intern and discuss why the situation is occurring. It may simply be a misunderstanding that can be easily addressed. If the issue persists or your intern doesn't understand or becomes defensive, reach out to your Job Coach. We can suggest new approaches, talk to the intern to reinforce the message, and share additional resources for you.

What If It Just Isn't Working Out?

First, contact your Job Coach to inform them the intern is not working out. The Job Coach will follow up with the intern to confirm they understand the situation, help them learn from the experience, and see if there is any way to improve their performance. You may terminate the employment at any time, but always contact your Job Coach if you do. If there is still time to create another meaningful internship experience this summer, we will place another intern in the position if there is a well-suited candidate.



Section 2 - Preparing for An Intern



“

I would suggest making sure co-workers aren't saying/being rude to other workers. That can make everyone feel unwelcome and uncomfortable.

- 2017 Step Up Participant

Welcoming Environment

Building a Welcoming Environment to Create Belonging

Creating a welcoming work environment is not a one time activity, it is an on-going attitude and approach rooted in a desire to include everyone. When done well, the impact of this work will be noticeable in the everyday motivation of the interns at your site.

WHY?

We know all humans need to feel safe and a sense of belonging before they can contribute and grow (Maslow). Now, imagine walking into a new space where everyone knows each other, is experienced in their role, and may look much different than you. Now imagine being expected to perform your best. That's a lot to ask any person, let alone a teen working in a new field for the first time.

Before interns can challenge themselves to develop their job skills and support others in the group, first their biological need to belong must be met. A sense of belonging is vital for teenagers success and as a result should be a priority for supervisors. This is not to imply that interns shouldn't be held to high standards or that supervisors shouldn't address performance and behavior concerns (see section 5).

It is a reminder that interns, in particular, need to feel like they belong in a group to be successful. As a supervisor you can make that happen. We encourage you to utilize your colleagues to create an atmosphere that is fun and productive for everyone involved.

HOW?

Creating a welcoming environment is easy, but takes time and effort. Here are a few suggestions on how to help a Step Up intern feel welcome and part of the team:

- Have their workspace ready (include a welcome sign or trinkets)
- Let co-workers know the interns are starting, ask them to show enthusiasm about their presence
- Promote a bias free work environment
- Use respectful language
- Avoid sarcasm
- Do ice breakers and name games to get to know each other and build trust and comradery
- Plan opportunities for interns to connect
- Ask them about themselves, learn about their interests
- Be prepared to share about yourself
- Do a quick check-in every day (how are you today?)
- Continue to meet throughout the summer
- Encourage your peers to regularly interact with your intern

Tips

How to Prepare for a Step Up Intern's Arrival

- Know what projects they will work on for the summer (see Section 3: Developing an Intern)
- Create an internship calendar
- Plan and prepare for orientation
- Recruit a mentor or prepare to become a mentor
- Inform colleagues that a Step Up intern will be starting soon
- Invite interns to join introductions during orientation
- Login to the TSheets account to verify access to intern list.
- If you have questions regarding TSheets, contact Molly Schroeder Geditz by emailing amalia.schroedergeditz@minneapolismn.gov
- Schedule time for connections with other departments to help build context for their role and the work
- Allow time for the intern to participate in Step Up sponsored enrichment activities
- Utilize Step Up support staff
- Plan an end of the summer recognition event
- Attend the virtual Step Up End of Summer Celebration on August 13th



What to Expect the First Day/Week of Work:

Welcome your intern with excitement and provide a tour of the facilities (workspaces, breakrooms, restrooms, etc.). Be sure to review workplace expectations (attire, use of phone, noise level, personal computer use).

Introductions (include as many colleagues as possible)

- Plan team-building and “get-to-know-you” activities
- Prepare an overview of who to ask for help—be specific

Work Breaks

- Explain meal and break logistics, including how time is documented
- If the intern requires a space to pray, work together to find an appropriate place
- If food items are provided or shared at the workplace, discuss how this is done

Attendance and Timeliness

- Teach your intern how to record their time worked (time-sheets)
- Let intern know who to contact if they will be late or absent
- Explain policy on being late to work and the consequences

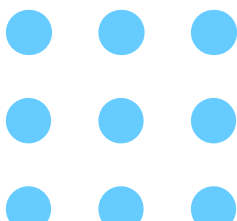
Work Responsibilities

- Review the job description and discuss creating the intern's growth contract
- Set individual goals for the summer



Sample Orientation Schedule

8:00	Interns arrive
8:10	Welcome and introduction
8:15	Ice breakers/Name games
8:45	Quick tour
9:00	Orientation overview
9:15	Policies and procedures (include Step Up hand book) Workplace expectations
9:45	Position overview/Goals
10:15	Break
10:30	Ice breaker
10:45	Jeopardy (Policies and Procedures review)
11:15	Summer overview calendars long range projects
11:30	Time-sheets (what to do if you are going to be late or absent)
11:50	What to expect the rest of the week
12:00	Dismiss



Creating a Great Summer Experience

With over 29,000 internships created since 2003, we've observed many best practices that make for a high-quality internship experience both for you and your intern.

Creating a successful internship takes effort and intentionality. However, being prepared for the internship before your intern arrives can set you and your intern up for a successful summer!

Elements of a High-Quality Internship Experience



Work Plan

Create a detailed work plan to guide your interns work.



Professional Development

Provide chances for your intern to build skills and learn about your career field through professional development opportunities.



Mentorship

We encourage each intern to have a mentor in the workplace, whether it's their direct supervisor or another employee.



Communication With Your Intern

Like any relationship, communication is key to a successful internship experience.



Commitment

A successful internship will require commitment from both you and the intern. It may not always be easy, but if you persist, the rewards for you and your intern will be great.



Cultural Competency

Our interns often come from backgrounds that are not common in your typical workplace, so cultural competency is important for both of you to feel comfortable.

An Example of a High-Quality Internship

Dantrell interned at Select Source International. He had substantive projects based on a work plan created at the beginning of the summer, including planning and implementing a volunteer event for the whole staff and helping to develop a new website.

He also assisted with administrative duties on a regular basis. Dantrell's supervisor, Jamie, conducted weekly check-ins with Dantrell and did mid- and end of internship evaluations for him.

Jamie identified meaningful professional development opportunities for Dantrell, including an informational interview with the CEO. She also intentionally set aside time on Friday mornings for mentorship conversations.



Building An Internship Work Plan

Our program expectation is that you develop a work plan that provides clear work goals for your intern. Here are some tips for developing the work plan.

Identifying Work for Your Intern

- Review the Job Description Form you submitted to Step Up and the key responsibilities for the position.

Job functions listed on the Job Description Form

1. _____
2. _____
3. _____

- Ask colleagues for projects they have on the “back burner” they could use help with.

“Back Burner” Projects from Colleagues

1. _____
2. _____

- Connect with previous supervisors and get their ideas of what worked.

Structuring the Work Plan

- Develop one or two large projects that your intern can work on throughout the summer and then additional smaller day-to-day tasks or activities.

Large Projects

1. _____
2. _____

Day-to-Day Tasks or Activities

1. _____
2. _____
3. _____

- Assign projects that start simple and increase in difficulty. Use these starter projects to help determine your intern’s level of proficiency in certain areas and adapt the work plan to your intern’s skillset moving forward.

Involving Your Intern in the Work Plan Development

- Assign simple projects at the beginning of the internship.
- Meet with your intern during the first week and review the proposed work plan.
- Ask your intern what types of opportunities would help them meet their career goals and strive to incorporate them into the work plan.
- Name the importance of the power of choice for young people.



Making the Work Meaningful

Since these are entry-level internships, it’s important to keep your intern motivated by making the work meaningful. Here are some tips:

- Identify projects that are adequately challenging and interesting, but require little supervision after initial training.
- Assign simple projects at the beginning of the internship
- Allow your intern to build new skills by selecting projects that focus on deeper development of skills.
- Select projects that will have an impact on your workplace.
- Establish clear and measurable goals.

Professional Development Opportunities

Importance of Providing Professional Development

Because Step Up internships are about learning and work, providing professional development opportunities for your intern is critical.

These opportunities enrich the work experience, help your intern build skills, and further introduce them to your profession. Be intentional about scheduling professional development into the internship.

Ideas for Professional Development Opportunities

- Have your intern job shadow you or a colleague.
- Schedule informational interviews with professionals from inside and outside your organization that align with your intern's career interests.
- Invite your intern to attend staff trainings or professional development opportunities in your workplace.
- Have your intern participate in, or even plan, a service project for other interns and team members.
- Provide opportunities for your intern to network with other people in your workplace, including senior leaders.
- Have your intern participate in specialized assignments in other departments for a few days.
- If you also employ college interns, invite them to mentor your Step Up intern.

Summer Opportunities Provided by Step Up

Step Up provides several professional development opportunities during the summer for interns in select fields. Contact your Job Coach for details.

Professional Development Day (mandatory)

All Level 1 interns are required to attend a full-day professional development session for Step Up the week of July 8.

*Due to COVID-19, this likely will look different this summer. If you are feeling stuck with thinking of ideas and want some help in getting creative, please reach out to us for some guidance. We're happy to support!



Employers with Multiple Interns

Here are some suggestions for professional development opportunities for workplaces with multiple Step Up interns:



Create a weekly touchpoint where all interns share their experiences with each other and the Step Up main contact at your workplace.



Host trainings for all interns at your workplace to help them learn key professional skills in your field.



Plan an end of summer party for all the interns with the CEO and other top leaders.

Important Activities for the Intern's First Week of Work

The first week of work is critical to ensuring your intern has a successful summer. As a supervisor, it is your responsibility to make sure they are appropriately oriented to your workplace. Your standard new employee orientation is a good place to start, but adapt the content to meet the needs of a young person who may be in a professional setting for the first time.

TIP:



Keep in mind that you intern was used to a very structured school day prior to the pandemic. This is different that the less structured environment of most modern workplaces.

Although it's important to find a balance between structure and flexibility, err on the side of providing more structure in the beginning of the internship and then relax it as appropriate as the intern grown throughout the summer.

Set Appropriate Expectations

Setting clear expectations about workplace habits and practices is **the most important thing** you can do to establish the foundation for a successful internship. Even concepts that may seem very basic or common sense to you may be new to an intern in a professional workplace for the first time. You may need to provide reminders of these expectations at points throughout the internship.

Explain Workplace Policies

- Outline the policy regarding being late to work and the subsequent consequences. If working remotely, set clear expectations of work hours and availability required for the internship.
- Discuss appropriate work attire, if applicable Resources for affordable professional clothing are available on page 54.
- Show the intern how to complete their time-sheet or punch a time-card.
- Share any “unwritten” expectations of the job or workplace.
- Explain the payroll process and schedule along with deductions and taxes.

Provide a Workplace Tour and Cover Workplace Logistics

- Give a tour of your workplace and introduce the intern to other employees. Think creatively how to do this if your intern is working remotely. Give a tour of your home workspace and share tips and tricks that work for you.
- Explain meal and break logistics, including how this time is documented and what people do for lunch. We encourage interns to bring a lunch.
- Orient the intern on any workplace safety protocols.
- If the intern requires a space to pray, work together to find an appropriate place.



Provide Guidance on How to Effectively Work Remotely

Remember that this is a new concept for our interns and they likely will need a lot of support in establishing a schedule and understanding expectations.

- Schedule regular phone or video calls to check in.
- Establish a general schedule to accommodate the work expected.
- Help map out how long each project should take and how to break that up withing each week
- We are all experiencing a certain level of instability right now. This can be even more the case for our interns. Please establish whether or not interns are able to complete work at any time or if there is an expectation to be working during business hours. This guideline can be very helpful.
- Orient your intern on the best ways and times to reach out if they have questions.
- Make time to train your intern on the functionalities of whatever video conferencing platform you may use. This can function as an effective teaching tool as well by allowing you and your intern to share screens.

Discuss the Intern's Work Plan

- Meet to discuss and finalize your intern's summer work plan. Allow the intern to provide input on projects or areas of interest to the extent possible before finalizing the plan.
- Outline the intern's duties, responsibilities, and goals for the summer.

TIP: Make sure everyone in the workplace knows your intern's name and refers to them by name rather than calling them "the Step Up intern."



Doing so will go a long way to making your intern feel welcome and a part of the team. The more integrated into the workplace they feel, the better they will perform.

Review Workplace Technology and Policies

Discuss all relevant technology policies with your intern, including the following:

- Cell phone usage at work (suggest a place where it can be safely stored).
- Personal vs. work emails.
- Internet sites that may be discouraged (i.e. social media).
- Explain how to log in to the computer network and access relevant files on the network.
- Train your intern on how to send and receive email and calendar invites through Microsoft Outlook if your workplace utilizes this software. Most interns have never been exposed to Outlook and will be unfamiliar with its interface and features. Consult with your IT department to see if they have a self-guided training on Outlook your intern can complete.



Provide Your Intern with Context of the Larger Organization

- Arrange to have your intern meet with members of other groups or departments within your workplace so they have an idea of the positions/functions within the organization.
- If you are supporting an intern remotely, think creatively how to do this on an online conferencing platform. Now more than ever is a time to help your intern feel as though they are a part of a larger team and network.
- Take your intern on a tour of another company facility (distribution center, warehouse/factory, other worksite). If you are not able to do this in person, take some time to explain the history of your company and the different functions within. Share pictures and or videos to help connect your intern to the work they are doing.
- Dedicate time to discuss the interconnections of different roles and responsibilities in the organization to its primary business or mission.

Work Habits

The example you and your co-workers provide is the best method of teaching work habits to any intern. Remember to be clear, concise, and consistent in your expectations and responses to successes and struggles throughout the internship. The following outlines some key steps a supervisor may take to ensure the development of positive work habits.

Be Clear About Workplace Expectations

- Working scheduled hours
- Being punctual and in attendance daily
- Coming to work appropriately groomed and dressed (explain what appropriate grooming and dress means for your work setting)
- Using language and vocabulary appropriate to the work setting
- Notifying you (or your designee) if they will be late or absent
- Limiting social time
- Phone use/break time

Set high standards of behavior and performance

- Make sure interns are aware of these standards
- Make sure interns can carry out the necessary tasks to reach the standards
- Take pride in the interns work and progress

Get to Know the Intern as an Individual

- Speak with intern about how they are doing on the job
- Advise them on ways to improve job performance
- Give recognition
- Give opportunities to choose within tasks

Provide Immediate Feedback

- If there is a performance issue, address it right away (see Section 5 Communicating with Your Intern)
- Utilize work plans, MHA Labs, and goals to provide weekly/bi-weekly feedback
- Don't let personality traits influence you in judging performance
- Check yourself—Were instructions clear? Were expectations reasonable? Were you being fair?
- Emphasize strengths

Allow Time

- In your schedule to provide support and answer questions
- In the interns schedule to learn new skills
- For opportunities to explore career opportunities and learn from your peers
- Reflect on what was learned

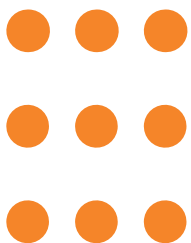


Developmental Suggestions

1. Interns are more open to trying new things and are developing their sense of self. Utilize this openness to help them develop good work habits.
2. Interns are developing the ability to integrate memory and experience into their decision making, this is a new process for them and will require multiple chances to get it right.
3. Changes in the brain at this age create inconsistent behavior and as a result interns need calm repetitive reminders.
4. At this age, interns are looking to become independent and to give back to their community. Utilize this to find ways they can help (or support others) while building their skills.



Section 3 - Adolescent Support



Adolescent Development and Implications for Supervisors

Working with Young People

Much has been written about Generation Z in the workplace, but many of the differences between the younger generation and more experienced employees come down to the simple fact of being young people.

It's important to keep in mind that your intern is still developing as a person—intellectually, physically, socially, and emotionally. Furthermore, for many Step Up interns, this is their first time in a professional work environment. It's not uncommon for them to be overcoming challenges at home, or even outright homelessness, while also navigating challenges that come from being from a minority race or religion.

What can you do as a supervisor? Number one—listen to your intern. Make them feel valued and recognize them for the contributions they are making to their communities. Challenge them and teach them useful information and skills. Support them when they make mistakes and honor them when they succeed. Allow them opportunities to learn about themselves and others.

Aspects of Adolescent Development



Intellectual

No longer want to be told how things are—want to make their own interpretations based on what they see, feel, and experience.



Physical

Brain pathways for positive choices, healthy relationships, regulating emotions and reactions, and planning ahead are being hardwired.



Social

Desire respect and want adult leadership roles, but may be apt to reject goals set by others.



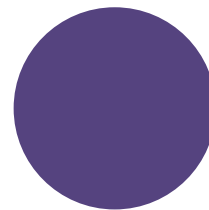
Emotional

Gain greater confidence and autonomy while developing values and beliefs, but look to others for confidence in their decisions.



“A growing body of evidence suggests that employees of all ages are much more alike than different in their attitudes and values at work.

To the extent that any gaps do exist, they amount to small differences that have always existed between younger and older workers throughout history and have little to do with the Millennial generation per se.”



Adolescent Development

In addition to developing employment skills this summer, interns also experiencing significant physical, mental, and emotional changes as they navigate adolescence. Here are some examples of what is changing and the impact it often has on teen behavior. A quick reminder that stress, fatigue, or external challenges can impact just about all of these changes and how young people react to them.

Typical Changes During Adolescence	Typical Teen Responses to Changes
<ul style="list-style-type: none"> ○ The brain begins to develop stronger links between the hippocampus, a sort of memory directory, and frontal areas that set goals and weigh different agendas. 	<ul style="list-style-type: none"> ○ Teens begin developing the ability to integrate memory and experience into their decision making. Developing the ability for abstract thinking.
<ul style="list-style-type: none"> ○ The young person's brain is learning to use its new neural networks. 	<ul style="list-style-type: none"> ○ While creating new ways to learn and think it can also create inconsistency in behavior as neural networks are developing, sometimes resulting in challenging behavior.
<ul style="list-style-type: none"> ○ Young people participate in increased risk taking, not because they don't understand consequences, but because a young person's brain weighs risk vs. reward differently than the adult brain, usually placing a higher value on reward than risk. 	<ul style="list-style-type: none"> ○ Teens willing to push boundaries more than adults to try new things and discover new opportunities /solutions. What may seem like "common sense" to an adult, is not perceived the same by a teen.
<ul style="list-style-type: none"> ○ The young person's brain is especially attuned to oxytocin, a neural hormone, which (among other things) makes social connections more rewarding than most interactions. 	<ul style="list-style-type: none"> ○ Building relationships is often a top priority. This focus can be an asset in building supportive relationships, or developing communication and team work skills. This can also be different across cultures.
<ul style="list-style-type: none"> ○ Young people gravitate toward peers to invest in the future rather than the past. They enter a world made by parents and caregivers, but will live and prosper (or not) most of their lives in a world run and re-made by their peers. 	<ul style="list-style-type: none"> ○ Acceptance/respect from peers often takes precedence over pleasing adults to earn their respect or acceptance.
<ul style="list-style-type: none"> ○ Developing personal sense of identity and value system and learning about how the two are related. 	<ul style="list-style-type: none"> ○ Open to trying new things, discussing ideas and concepts, pushing accepted norms. Can result in drastic changes in social choices, attitudes and beliefs.
<ul style="list-style-type: none"> ○ Increasing sense of independence from family/ caregivers combined with taking on more responsibilities begins the creation of self-reliance and self-efficacy. 	<ul style="list-style-type: none"> ○ Excited to give something to their community, renegotiating their relationship with caregivers/ adults, ready to take on new challenges, and prove they are capable.
<ul style="list-style-type: none"> ○ Bodies are maturing, often rapidly changing. 	<ul style="list-style-type: none"> ○ Adjusting to a new physical sense of self, discovering sexuality, and learning to manage the often dramatic shift.
<ul style="list-style-type: none"> ○ Circadian rhythms of adolescents are dramatically different than younger children and adults, causing a sleep-wake cycle that is not inline with most of society. 	<ul style="list-style-type: none"> ○ Have a harder time waking up or falling asleep (even if tired). This lack of sleep can impact their ability to learn or remember new concepts, and cause irritability.

For more information on how to provide a quality workplace environment for young people, please reference the Appendix for the Youth Program Quality Assessment tool on page 42.

Supervision

Step Up relies on site supervisors to make the program great. The experience of each intern is immeasurably impacted by the quality of supervisor they have. We are relying on you to set the tone and help prepare youth for the workforce.

Youth Development Reminders:

- Interns are learning to manage multiple responsibilities, don't hinder their progress by ignoring difficult conversations. Have honest conversations with them about how they are doing.
- Interns are at a stage when they are more willing to push boundaries than adults, remember when disciplining interns, remember that they'll need multiple chances to get it right and reminders of why certain behaviors are not acceptable at work.
- Acceptance from peers is important at this stage in an intern's development and will likely play a role in how they relate to or approach their work.
- Like all people, teens desire respect. Show them respect right away, don't expect them to earn it. By starting your time together respectfully you are demonstrating to your intern that they are valuable and you believe they can contribute to the work you are doing.
- People like being rewarded and recognized by their peers and superiors, acknowledge your interns when they do well and show them off to your colleagues.
- Everyone likes to have fun at work, teach them how to make work fun.

“

I will never forget this summer. I have never felt so satisfied from a job. I enjoyed working and spending meaningful time with our interns. They have so much potential and deep down, they are all curious.

- 2017 Step Up Supervisor

General Supervision Reminders

Stay positive during interactions with interns, people generally respond better to patient instruction than to criticism or sarcasm. Ensure interns know who is responsible for providing them with direction and who to go to with questions. Always demonstrate respect, honesty, positive communication, and reliability in the workplace.

Lead by example. If you expect the intern to not use their cell phone throughout the day, then you should also not use your cell phone throughout the day. Step Up interns are most successful and gain the most from their internship when they see the broader context of their work.

Dedicate time to discuss the relationship of the different organizational roles and responsibilities to the primary business mission. Take the intern on a tour of another department that is directly impacted by the intern's job duties.

Organize a lunch with members of a related department to help your intern understand interconnections between departments. Take them on a tour of another organization or worksite.



Provide Instruction

When giving instructions, do not assume that an intern knows how to do the job. Be as clear as you can about who, what, where, when, why, and how.

- Who should carry out the work and is responsible for it
- What is supposed to be done and what is expected to happen
- Where the task is to be completed
- When the task is to be completed
- Why the task needs to be accomplished you may also wish to explain why this youth was selected to do it
- How the task needs to be done—have patience with the youth while teaching tasks—you may have to show them more than once if the task is new

Delegate Responsibility

- Be sure interns understand they are doing a task that is important to the supervisor and the organization and agree to complete the assignment
- Give youth the resources, equipment and authority to do the job properly
- Allow the intern a reasonable amount of time to finish
- Provide feedback upon completion, demonstrating support and trust in areas that need improvement, encourage the intern to present solutions

Be Consistent

Remember, a failure to consistently enforce expectations makes unacceptable behavior acceptable. Be consistent in your:

- Expectations and assessment of performance or behavior
- Delivery of feedback
- Interactions with all interns (try not to have favorites)
- Response to poor performance or behavior

Set Professional Boundaries

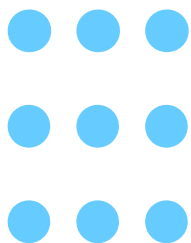
Teach and respect personal and professional boundaries. Supervisors should not:

- Loan money to interns
- Engage in personal counseling of interns
- Initiate contact with interns outside the workplace without parental consent
- Undermine parental authority

If personal issues arise, supervisors should contact their job coach for support.



Section 4 - Communication and Feedback with Interns



Types of Frequency of Feedback

We recommend providing continuous feedback to your intern throughout the summer. This feedback is critical to helping your intern learn and grow as a young professional. Highlight what your intern does well and provide constructive advice on areas for growth. There are multiple opportunities to provide different types of feedback during the internship.

Event-Driven Feedback	Calendar-Driven Feedback	
Daily	Weekly	Key Milestones
<p>Event-driven feedback should occur daily and focus on specific moments.</p> <p>It should become part of the routine, day-to-day work.</p> <p>Be intentional about recognizing your intern when they do something well and provide critical feedback when there's room for improvement.</p> <p>Use prompts like:</p> <p>“How do you think the meeting went?”</p> <p>“What’s your reaction to so-and-so’s recommendation?”</p> <p>“What parts of your presentation do you think went best?”</p>	<p>Schedule a set time to sit down with your intern each week for a check-in meeting to discuss work plan progress and skills development, including successes and areas for improvement.</p> <p>Weekly check-ins are a management best practice. Even if you work in close proximity to your intern and interact on a daily basis, it is critical to have a regularly recurring sit-down meeting to provide a forum to review progress and allow your intern to ask questions or offer input.</p>	<p>Formal reviews at key milestones allow for you to reflect on your intern’s growth and help them synthesize the learning they’ve done over the course of the internship.</p> <p>We recommend completing a formal review at the mid-internship point and at the end of the internship.</p> <p>Utilize the evaluation templates in the Appendix. Complete the forms and then schedule a time to meet with your intern to share your feedback.</p>



What if My Intern is Unreceptive to Feedback or Struggles With It?

Some interns struggle with feedback because this may be their first professional work experience.

If the struggles persist, contact your Job Coach for additional suggestions.

Your Job Coach can also reach out to the intern directly and discuss their receptiveness to feedback.

Connect All Feedback to Skills

When you give feedback, every action your intern takes—good or bad—should be connected to a skill. Consider what skill they used that allowed them to perform well on a given task or what skill was lacking that led to a problem? This approach avoids generalizations and assumptions, allowing the supervisor to adopt a coaching mentality that helps your intern build tools for success.

Critical Feedback and Improvement

Providing feedback, particularly about improvement, can be difficult. As a supervisor you can make it easier on yourself by developing a healthy work relationship with your intern, making expectations clear, meeting regularly to discuss performance, providing support, and offering time for questions. For more suggestions on how to have difficult conversations, see Section 5 Intern Communication.

LEARN Model

The LEARN Model of Communication can be a useful tool when communicating in the workplace. The LEARN Model provides five key steps to help you, the supervisor, navigate and overcome communication barriers that may arise as a result of cultural differences (race, ethnicity, gender, age, ability, LGBTQ, religion).

The steps help you both take the time to understand the other persons perspective and then together find a solution. Sometimes you may only take a few minutes to go through this process, and other times it may take a while.

The goal is to keep an open mind and help find a bridge that will be beneficial for the intern, the supervisor, and the employer.

This model works best when remembering the concept of the ladders of inference and adopting stances of inquiry. Together these three concepts help you, the supervisor set a tone of acceptance and understanding when communicating with your intern. Step Up encourages you to not only use these models, but also teach them to your interns throughout the summer so they can develop positive workplace communication skills.

Here is an example on how you might use the model:

Your intern has come with you to an important meeting with a client. The intern has no significant role during the meeting and when you look over, you notice that he/she is text messaging someone. You need to have a follow up conversation about this being inappropriate in this setting.

L = Listen with empathy and understanding to the person's perception of a situation

Text messaging is a norm for young people. Many young people do not consider it impolite to be texting while they are having conversations or in other in the company of others. They may also not be familiar with the culture of your company's work environment.

E = Explain your own perception of the situation

Tell your intern that at this workplace texting is not an appropriate activity during a meeting. Give some background as to why this is the case. Allow your intern time to explain why they were texting and why they felt it was alright to text during the meeting.

L **Listen** with empathy and understanding to the person's perception of a situation

E **Explain** your own perception of the situation

A **Acknowledge** and discuss the differences and similarities

R **Recommend** solutions

N **Negotiate** an agreement

A = Acknowledge and discuss the differences and similarities

Be sure to be kind about discussing the differences you and your intern have. You may want to acknowledge that you understand that your intern's values are likely different than what your employer values and that this is where the conflict generally lies.

R = Recommend solutions

Brainstorm ways that your intern could stay connected with friends without compromising the values of your organization.

N = Negotiate an agreement

Be open to negotiating a solution that is workable for your intern, you, and your employer.



Performance Improvement Plans

Performance Improvement Plans work to correct unacceptable behavior such as absenteeism, tardiness, poor performance, or personal phone use. Usually verbal or written warnings, and occasionally, suspensions are appropriate responses to these kinds of behaviors.

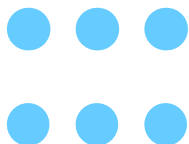
All warnings, including verbal warnings, must be documented using the Intern Performance Improvement Plan, found in your policies and procedures manual. A copy must immediately be sent to your Job Coach and a copy should be kept in your files. In very rare cases immediate termination may be necessary.



A gross offense such as theft, physical assault, possession of a weapon, threatening language, or intoxication may be grounds for immediate dismissal. You must discuss this with your Job Coach or Workforce Center Coordinator before terminating an intern.

Remember your Job Coach is here to help you manage or discuss any disciplinary problems as they arise. Please review the discipline and termination procedures in your Policies and Procedures Manual and contact your Job Coach for assistance. Copies of the Intern Performance Improvement Plan can be found in the Appendix of this handbook and in the Policies and Procedures Handbook.

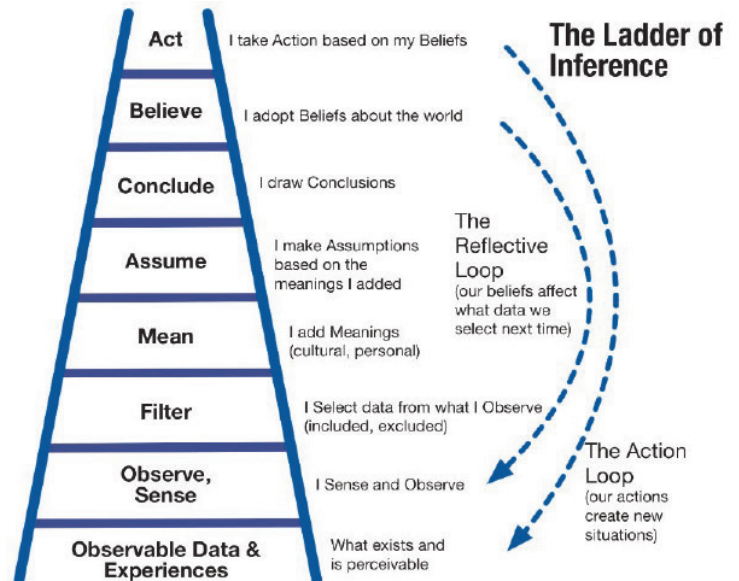
See Appendix page 43 for the Intern Performance Improvement Plan.



Effective Communication

Effective communication involves understanding our own biases and coming to the conversation eager to listen and learn from our co-workers. When communicating with interns remember that you both have different experiences and as a result different beliefs and understandings on how things work. A useful model in helping understand how two people can see the same event and come to very different conclusions is "The Ladder of Inference."

This model demonstrates how every human moves quickly through an unconscious process based on individual experiences and beliefs that reinforces how you view a situation while someone else can experience the same situation and draw different conclusions.



Adapted from Peter Senge's book *The Fifth Discipline Fieldbook*. Copyright 1994

Each individual conclusion then reinforces and determines how we see to understand future events. One way to disrupt this cycle when communicating is to utilize the "Stances of Inquiry" model. This model encourages people to be open to new ideas, participate in self reflection and ask each other non-judgmental questions.

Be curious instead of making assumptions	Try mutual exploration when you disagree
<p>When we adopt a mindset of curiosity, we set aside our assumptions and come to better understand the motivations behind something that may be bothering us.</p>	<p>Avoiding anger and engaging in a dialogue to jointly consider the issue at hand allows for greater learning by both parties and can identify and resolve the root of many challenges.</p>
Stances of Inquiry Effective Communication	
Use self reflection when feeling defensive	Ask questions - rather than judging
<p>Defensiveness makes us dig in and avoid engagement. Communication thrives when we reflect on our own capacity to grow in new ways. Shared self reflection allows us to see and act differently.</p>	<p>All parties thrive when we abandon quick judgment and instead pursue a journey of learning together. Keep in mind that we all have different professional and personal experiences, try to fill any gaps for yourself or your intern to focus on improvement.</p>

Stances of Inquiry

Differences in age, culture, and experience can mean your intern often views the world very differently from you. To help facilitate conversations with your intern, shift from a mindset of judgment to one of inquiry. Below is the Stances of Inquiry framework to help shape your interactions. Adapted from HSD Institute: www.HSDinstitute.org.

Turn Assumptions into Curiosity

When we adopt a mindset of curiosity, we set aside our assumptions and come to better understand the motivations behind something that may be bothering us.

- Clarify your intern's motivations and expectations.
- Consider what external influences may be causing the intern to act in a certain way.
- Explore what information or experiences your intern may lack that is causing a particular action.

Turn Disagreements into Mutual Exploration

Avoiding anger and engaging in a dialogue to jointly consider the issue at hand allows for greater learning by both parties and can more quickly identify and resolve the root of any challenges.

- Encourage dialogue by asking questions like "Can you tell me more?"
- Check meaning and interpretation by repeating back what you think you've heard. "So what you are telling me is..."
- Determine a course of action that meets the goals of both parties. "So what options for action might serve us both?"

Turn Defensiveness into Self Reflection

Defensiveness makes us dig in and avoid engagement. Communication thrives when we reflect on our own capacity to grow in new ways. Shared self reflection allows us to see and act differently.

- Help your intern sort through feelings. "It sounds like you feel pretty angry about what happened."
- Encourage both parties to take stock of what assumptions or beliefs may be leading to misunderstanding.
- Contemplate how the issue may be viewed by a young person.

Turn Judgments into Questions

Both parties thrive when they abandon quick judgment and instead pursue a journey of learning together.

- Keep in mind that interns don't have the benefit of years of professional experience, so ask about the intern's background and plan ways to fill any gaps so they will succeed in this area moving forward.
- Encourage your intern to develop a vision. "Forget the rules for a moment. If you had a magic wand, what would you do?"
- Remember this internship is about preparing your intern for the future.



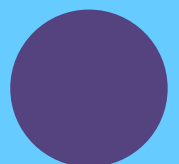
Dealing With Outside Personal Issues

By using the Stances of Inquiry, you may discover the source of your intern's challenges at work are outside personal issues like an unstable home situation, mental health, or conflict with a parent.

The Stances of Inquiry may allow you to jointly identify these challenges with your intern and develop ways to prevent them from interfering at work.

If challenges persist, contact your Job Coach for assistance or additional resources.

While you may be motivated to help your intern, it is important to understand your role as a supervisor and respect boundaries. For instance, calling an intern's home to intervene in a personal situation is not the role of a supervisor.



Difficult Conversations

As you prepare to meet with your intern about their performance at work, remember that your words, body language, and approach all matter in the delivery. The models discussed on the previous pages will help you through the conversation. Here are a few more tips:

- Prepare for the meeting, have specific examples ready, do not wing it or use generalizations.
- Show engagement and openness through your body language and facial features (upright relaxed position).
- Fight the instinct to make assumptions, jump to conclusions, or accuse the intern—remember to use stances of inquiry (“I noticed that...can you tell me more?”).
- Give the intern multiple opportunities to speak or share their perspective, if they are nervous or unprepared give them time to think about the situation (“What’s your take? Can you tell me what happened?”).
- Talk less than the intern—really listen.
- Validate their feelings, listen to why they are having a difficult time (“I can see how that would be hard on you”).
- Stay positive, focus on how things can be better.
- Communicate respect and support in your words, body language, and potential solutions. Be present, try not to rush, make sure the conversation is private. Young people are very self-conscious.
- Discuss and reach solutions together (“Let’s write some goals”).
- Remember it is not about winning, but about developing your interns skills and abilities for their future.


Fight, Flight, or Freeze - Common Reactions to Stress

Fight—A natural reaction for many people is to defend themselves or their actions. This is particularly common with young people who are still developing their communication skills. Giving the youth time to express or share their point of view without judgment will make them more likely to help you find a solution to the current issue and open up to you later as other issues arise.


Flight—Many people try to avoid conflict, this can be true of young people as well. For teens who know they have done something wrong it is often difficult for them to come back to work. Continue to reach out to the intern if they are struggling and help them understand it is alright to make mistakes especially if you take the time to learn from them.

Freeze—Shutting down during a conversation about performance is a common occurrence. If the intern is barely responding or not responding at all give them some time. Ask them if it is alright to take a break and start again in a few minutes. Allow them time to reflect on their own and remember to encourage the intern and highlight their strengths throughout the conversation. Often young people don’t think about themselves from a strength-based approach. That’s where you can really bring this full circle.


Youth Development Reminders!



Many interns experience social anxiety and have a desire to do well and fit in with their peers. This may play a role in how they receive any direction or feedback you are trying to provide them.



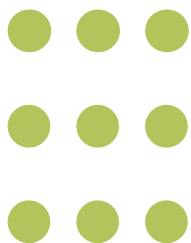
Some youth weigh risks and rewards differently than adults, this can result in consequences not having the same impact you hoped they would. Work with your intern to determine a course of action for improvement, their buy-in will lead to a better result for everyone.



Teenagers sleep cycles are actually different than adults. As a result, they are often tired at work making them more irritable and less open to hearing criticism. Be kind.



Section 5 - Cultural Competency



Culturally Smart Relationships



Culture is defined as a set of guidelines, both explicit and implicit, which individuals inherit as members of a particular society, and which informs how they view the world, how to experience it emotionally, and how to behave in relation to other people, to supernatural forces, and the natural environment.

Culture includes race, ethnic groups, religions, age, socio-economic differences, sexual preferences, physical ability, gender differences, and so much more. For example, each generation has its own culture.

This summer you will have an opportunity to build a bridge across at least one aspect of culture in your relationship with your intern. Building a culturally smart relationship takes a commitment and willingness on your part and is a unique learning opportunity for you as a supervisor.

Culturally Smart is NOT:

- ✗ A trivia game of who can list off the most facts of a culture
- ✗ Limited to only race and ethnicity
- ✗ About making zero mistakes
- ✗ One-sided: learning only about another culture
- ✗ A destination

Culturally Smart IS:

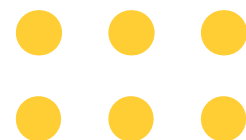
- ✓ An ongoing process of learning about other cultures
- ✓ Being aware of the many aspects of culture
- ✓ About having the courage to make mistakes and wisdom to learn from them
- ✓ Multi-faceted: learning about another culture and about yourself
- ✓ A journey

The Goals of Culturally Smart Relationships

- Cultural knowledge: Knowledge of your interns culture promotes a better understanding between the both of you.
- Cultural awareness: Appreciate and accept differences between yourself and your intern.
- Cultural skills: From the knowledge you gain of your interns culture, learn to assess situations and approach them through a different lens.
- Cultural encounters: Let go of the security of stereotypes; be open to and appreciate individuality.

Relationship-Building Guidelines:

1. Make a commitment to connect with your intern. Initiate dialogue and invest energy.
2. Establish the opportunity and framework for dialogue about culture. Agree to work toward an understanding. Select a time and location that is best for the process.
3. Be brave. Take a risk in being vulnerable and share a piece of yourself with your intern.
4. Make it a conversation. Balance between telling, asking, and listening.
5. Remember that it is a process and will take time and effort. Accept that each of you will make mistakes, but the effort is well-intended.



Implicit Bias

According to the researchers at the Pew Research Center, “most humans display a bias against out-groups—people who are different from them.”* This phenomenon is called implicit bias. Below we outline some of the biases that might be present in Step Up internships and how to address them.

Recognizing Implicit Bias

Definition of Implicit Bias

“Implicit bias refers to the attitudes or stereotypes that affect our understanding, actions, and decisions in an unconscious manner,” according to the Kirwan Institute for the Study of Race and Ethnicity.

Jumping to Conclusions

Diversity consultant Verna Myers calls biases “the stories we make up about people before we know who they actually are.” Rather than trying to be “colorblind,” recognize the times you’ve jumped to conclusions about someone before you know who they are.

Strategies for Addressing Implicit Bias:

Implicit bias in individual interactions can be addressed and countered if we become aware of our bias and take actions to redirect our responses. It’s important to understand and respect the tremendous power of unconscious bias, have a basic understanding of the cultures your interns come from, and recognize situations that magnify stereotyping and bias.

- **Stereotype replacement**—Recognizing that a response is based on stereotype and consciously adjusting the response.
- **Individuation**—Seeing the person as an individual rather than a stereotype.
- **Counter-stereotypic imaging**—Imagining the individual as the opposite of the stereotype. The strategy makes positive examples significant and accessible when challenging a stereotype’s validity.
- **Partnership building**—Re-framing the interaction with the intern as one of collaboration, rather than between a high-status person and a low-status person.
- **Perspective taking**—Try putting yourself in the other person’s shoes and adjust your perspective. Although you will never be able to understand someone else’s perspective if it’s different from your own, this can be a helpful example on how to try and meet someone where they are at.
- **Increasing opportunities for contact with individuals from different groups**—Expanding one’s network of friends and colleagues or attending events where people of other racial and ethnic groups, gender identities, sexual orientation, and other groups may be present. Look for opportunities to increase the diversity of your network.

Source: <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3603687/>

Forms of implicit bias that may impact interns: age, gender, race, ethnicity, religion, disability or sexual orientation



Challenging Implicit Bias

Before entering a conversation with an intern, colleague, or parent, take a ten-second pause to ask yourself: “What are my biases toward this person or their cultural group? and how can I disrupt my autopilot thoughts so that I can genuinely see and listen to them?” With awareness, you can replace biases with receptive listening and affirming thoughts.

Study and Teach Your Peers About Implicit Bias

Bias is a universal human condition that must be recognized and managed, not a personal defect.

We all carry biases from swimming in the waters of a racialized, inequitable society. According to Stanford social psychologist Jennifer Eberhardt, focusing on individual acts of bias, or weeding out the “bad people,” won’t solve the fundamental problem, as we all experience and act on our implicit biases.

Listening helps us take in a person’s multiple stories and disrupts biased thinking.

Microaggressions

In our roles as supervisors and mentors, as well as co-workers and neighbors, we are all likely to be involved in some form of microaggressions. In our work as Step Up supervisors it is important that we not only think about how we participate or don't in microaggressions, but also how we teach and model the behavior to the young people watching us.

Microaggressions are brief, everyday exchanges that send denigrating messages to certain individuals because of their group membership. They are often behaviors or statements that do not necessarily reflect malicious intent but which nevertheless can inflict insult or injury.

Some people hear about microaggressions and think that they are no big deal, but public health researchers have proven that regular discrimination has long-term health effects on its recipients. Many people compare microaggressions to little cuts or bug bites, individually they are not a big deal, but overtime they add up. Basically, when people are repeatedly dismissed, alienated, insulted and invalidated it reinforces the differences in power and privilege and perpetuates racism and discrimination.

Tips for Confronting Microaggressions:

Everyone Involved

- Model the behavior you want from the person or people you are confronting.
- Avoid being sarcastic, snide or mocking.
- Remember that the goal is to educate. It's not about winning or making someone feel bad or wrong. It's about helping them understand something from a different perspective.
- Keep the focus of the conversation to the behavior or event, not the individuals involved.

Target of Microaggression

- Ensure you are safe from any physical or emotional immediate harm.
- Consider the context of the situation and if or how you want to address it.
- Take care of yourself, cultivate a peer group you can process incidents with.

Bystander to Microaggression

- If no one else says something, say something. Speak for yourself, "Here is why I am offended, upset, or hurt by your comments..." don't speak for others.

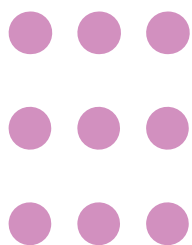
Instigator of Microaggression

- Try not to be defensive, be open to learn and listen.
- Acknowledge the you've hurt the target or bystander, and apologize sincerely.
- Reflect on where the idea came from and how to avoid it in the future.
- Take responsibility for understanding your own privileges and prejudices.

Micro-aggressive Comment	...Message it Sends
Where are you from?	You are a foreigner.
Where were you born?/What are you?	You don't belong.
You are a credit to your race. You are so articulate.	People who look like you are not smart.
I believe the most qualified person should get the job. Everyone can succeed in this society.	People who look like you are lazy or incompetent and need to work harder.
Telling a person to not be so loud or animated, just calm down. Dismissing an individual who brings up race/culture in work.	Assimilate to the dominant culture. Leave your cultural baggage outside.



Section 6 - Mentoring and Developing an Intern



Intern Mentorship

Importance of Mentoring an Intern

Step Up interns are like real employees in many respects, but they need and benefit from additional guidance about succeeding in the working world and achieving their career aspirations. For this reason, each intern should have a mentor throughout the summer. Step Up interns are young people on the verge of making important life decisions about their education and employment futures.

Sharing your experience and wisdom can be an extremely beneficial aspect of the intern's experience. Remember as you share your experience that all people have unique paths that lead them to their current position, introduce the intern to colleagues who have different experiences from yours. The goal is to demonstrate the traditional and not traditional paths people take during their careers.



Identifying a Mentor

The supervisor should identify who will serve as your intern's mentor before the internship starts and ensure your intern is receiving proper mentorship throughout the summer. Many supervisors ask a colleague from their workplace to fulfill this role. Others take on this role themselves and intentionally set aside time to remove their "supervisor" hats and have conversations with their intern about the intern's professional aspirations and how they should structure their career and educational plans to achieve those goals.

Talk About Your Education

- Where did you attend high school?
- Did you attend post-secondary education? What factored into your decision to apply or not apply? Did your chosen career path have a specific route?
- What types of education did you consider?
- What did you study?
- Did you volunteer or complete any internships or study abroad programs?
- Does your field of study help you in your current job? Why or why not?
- How did you balance all of this with your personal life obligations?

Share Your Work History

- What was your first job and what did you learn?
- How did your early experiences help you as an adult in the workplace?
- What types of experiences did you have as a young person that influenced your career path?

Adult Experience

- What types of jobs have you held? What do you like about your work?
- Have you changed career fields? Why or why not?
- How did you end up working in your current position?
- How do you balance work and personal life as an adult?

<p>1. Build Trust As the “foundational principle that holds all relationships” according to Stephen Covey, focus on establishing trust with your intern to facilitate effective communication.</p>	<p>2. LISTEN! Practice active listening. Strive to understand your intern’s point of view and reflect it back to them. See the Stances of Inquiry on page 28 for more on listening</p>
<p>3. Explore from Their Perspective Reflect back on your experience in your first job. Think about your concept of career goals in high school.</p>	<p>4. Encourage Reflection As you explore topics with your intern, ask good questions. Reflect back what you hear to your intern. Provide context and encourage a future-oriented lens.</p>
<p>5. Withhold Judgment Rather than jumping to conclusions and making judgments, turn your judgments into questions. See the Stances of Inquiry on page 28 for more specifics.</p>	<p>6. No Assumptions Similarly, avoid making assumptions about what your intern is facing. Instead, adopt a mindset of curiosity. See the Stances of Inquiry on page 28 for more specifics.</p>
<p>7. Boundaries Are Key Recognize the limits of your role as a workplace mentor. Contact your Job Coach since they may have additional resources they can connect your intern to for help.</p>	<p>8. Be Yourself! Help your intern see the true you. Share your “imperfect story”—a time when you failed or learned a key lesson. Talk about your experiences as a young professional.</p>
<p>9. Be Open to the Possibilities Set aside preconceived notions about your intern and how the mentor relationship will develop. Follow the intern’s lead on where your advice is needed most.</p>	<p>10. Follow Up Make sure you’re meeting regularly with your intern. Most importantly, follow through on the commitments you make. This is critical to building that trust.</p>



Help Your Intern Understand the Importance of “Starting Somewhere”

As a mentor, you can play an important role in helping your intern understand the value they bring to the workplace, especially if their work is not particularly sophisticated.

If you notice your intern not engaged in the work, provide context for the impact of their work.

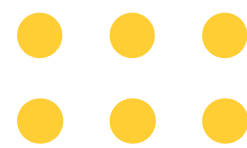
As one intern said, “My internship was filing papers, but if I didn’t do it, it would not have been done at all.”

Explain that everyone has to start somewhere in the professional world.

Step Up internships are about both work and learning.



To learn more about Developmental Relationships, see page 44 in the Appendix.



Skills and Strengths

Internships, when done best, are a reciprocal relationship between the intern and the organization. It can be seen as a 50/50 split, the intern completes work and also receives ample opportunities to learn from the entire experience. The internship should center around the intern.

Developing Skills and Strengths

Step Up is designed to help young people build the skills they need for future success. Supervisors can help interns develop hirability skills while they perform the concrete skills associated with their job description. MHA Labs, a partner of Step Up, has developed a “Winning at Work” framework—a set of 12 skills proven to drive employer satisfaction. Through years of data analysis, MHA Labs employer research has revealed a strong correlation between these 12 core work skills and whether or not an employer would rate a youth as hireable. At the end of the summer, supervisors will assess interns on the 12 Hirability Skills, and interns will complete a self-evaluation to measure the impact the program has on these key skills.



Source: MHA Labs “The Hirability Assessment: Winning At Work” Validation Information: The correlation between the predicted and actual value of employer ratings for this 12 item work core profile is $R=0.89$ ($R^2=0.79$). This means youth who rate highly on all 12 items will end up nearly always receiving a high average employer hirability rating.

How Should I Utilize These Skill Items with an Intern?

Step Up uses this framework to help evaluate the individual success of interns as well as the overall impact of the program, and encourage supervisors to utilize this tool with interns. These 12 skills are integrated into the Step Up Intern Growth Contract we encourage you to use the skills framework for mid and end of the summer evaluations (included as part of the Intern Growth Contract). These conversations provide an opportunity to debrief an intern’s performance on the entire set of skills and to communicate strengths and growth areas.

Supervisors can also use this framework during weekly or bi-weekly check-ins. Pick a skill area that needs development each week and focus on helping an intern develop that skills. Example: “next week we are going to work on teamwork, so lets both play close attention to how you actively seek to help your co-workers and we can give each other examples of how you were successful during our check-in next week.”

Strategies for Building Your Intern's Skills

Focusing on skills, including the 12 Hirability Skills, is an important tool to facilitate discussions, set expectations and evaluate performance. Here are some ways you can help your intern build skills throughout the summer.

Set Goals for the Summer to Build Specific Skills

Review the 12 Hirability Skills and brainstorm with your intern other skills that are important in your career field. Have the intern pick a few skills to focus on this summer and create a plan to build those skills.



Skills Goal 1:

Plan:

Skills Goal 2:

Plan:

Skills Goal 3:

Plan:

Track Progress on Skills Goals

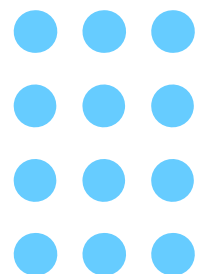
Return to these skills goals frequently, ideally during your weekly check-ins. Review progress, and, if necessary, set new goals or identify new paths to reach established goals.

Explore Skills Required for Future Career Possibilities

- Ask open ended questions about your intern's career plans and actively listen to them to reflect on what they want for their future.
- Help them identify skills they already have that will serve them well in that career and highlight skills they still need to build for a successful career.
- Discuss educational paths and other opportunities for your intern to build the skills necessary for career success.



1,204 youth participants
received a paid opportunity in 2020



Goals and Growth Contracts

Setting goals and creating plans to achieve them is a vital step in creating a successful internship. Together you and the intern should talk about what skills the intern wants to develop and what projects or tasks at the worksite can help them do so. We encourage you to use our Intern Growth Contract as a work plan tool to help you and the intern focus on their goals and projects for the summer. Visit www.StepUpMPLS.org for additional information.

Intern Growth Contract

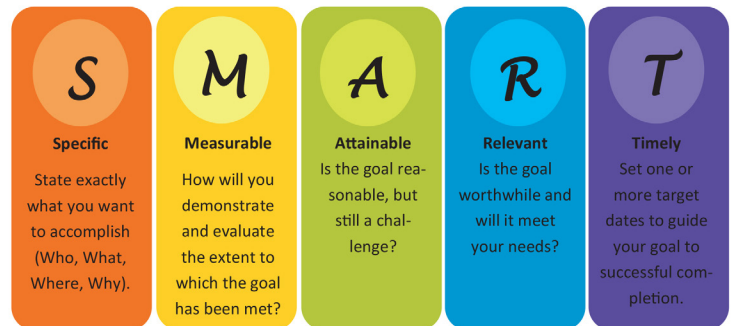
The Intern Growth Contract has four sections: Summer Growth Goals, Project Goals, Professional Development, and MHA Labs Hirability Core Skills. Together each section works together to help track the interns development throughout the summer. The contract is intended to be used at least three times during the summer. In the beginning of the internship to determine goals, projects, and development opportunities. Half way through the internship as a mid-summer check-in on progress made and support needed. At the end of the summer as a final check-in and review of what has been accomplished. We highly encourage you to make a copy of the final Intern Growth Contract at the end of the summer for an intern to take as a reference for future reflection and ideas for future employment and internship opportunities.

Summer Growth Goals

Help an intern reach their summer growth goals by using SMART goals as a guide. Not only will setting, working towards, and attaining goals help your intern build job skills, the process itself is a learning experience they can take with them in school, work, and life.

Project Goals

Also known as a work plan, project goals are related to the tasks that the worksite needs completed by the intern. To ensure the work being completed for the organization aligns with the interns growth goals the intern and the supervisor should identify what projects relate or can be modified to help the intern achieve their summer growth goals. This is a great opportunity to give youth the autonomy of choice to feel a sense of ownership over their work.



Professional Development

Learning new skills doesn't always have to come from on the job training. Help the intern set up professional development learning opportunities. You can send the intern to a training offered by Step Up or your organization, or you can connect them with a peer who has different skills or experiences from you.

Hirability Core Skills

MHA Labs Hirability Core Skills are the basic competencies young people need to be successful at work now and in the future. This tool is set up to help supervisors and interns have a conversation about how well they are doing and what areas could use improvement, as well as demonstrate growth throughout the summer. At the end of the summer Step Up will ask supervisors to report on each of their interns using this scale in an online survey.

Reference page 45 in the Appendix for the Hirability Assessment and page 50 for the Mid Summer Evaluation Form.

Resiliency

Resiliency is the ability to bounce back or recover quickly from set backs or difficulties. Some of the interns you work with this summer will already be very resilient, while others may need more help developing their resiliency abilities. The great thing about developing resiliency is that even if you have some skills learning about or developing more will can only help. All humans have the ability to develop and strengthen their resiliency.

Core Points Essential to Resilience

- Young people need adults who believe in them unconditionally and hold them to the high expectations of putting in a good effort and of being compassionate, generous, and creative.
- What we do to model healthy resilience strategies for young people is more important than anything we say to them or about them.



Competence is the ability or know-how to handle situations effectively. Competence is acquired through actual experience and developing a set of skills that allows interns to trust their judgments.

Character

Young people need a fundamental sense of right and wrong to ensure they are prepared to make wise choices, contribute to the world, and become stable adults. Youth with character enjoy a strong sense of self-worth and confidence.

Control

When young people realize that they can control the outcomes of their decisions and actions, they're more likely to know that they have the ability to do what it takes to bounce back. A resilient young person knows that they have internal control. By their choices and actions, they determine the results.

Confidence

Young people need confidence to be able to navigate the world, think outside the box, and recover from challenges. True confidence—the solid belief in one's own abilities—is rooted in competence.

Contribution

Young people who understand the importance of personal contribution gain a sense of purpose that can motivate them.

Coping

Youth who learn to cope effectively with stress are better prepared to overcome life's challenges. The best protection against unsafe, worrisome behaviors is a wide repertoire of positive, adaptive coping strategies.

Source: Adapted from American Academy of Pediatrics, 2014. From Reaching Teens: Strength-Based Communication Strategies to Build Resilience and Support Health Adolescent Development.

Appendix

Appendix: Step Up Career Pipelines

The Step Up Career Pipelines help students learn more about career areas of interest to them, identify steps needed to pursue those careers, and develop skills applicable to those professions.

Career Pipeline Components		
Career Exploration Students participate in career exploration activities such as hands-on experiences, job shadowing, career panel discussions, worksite tours, etc.	Training Students participate in short-term or long-term learning opportunities that enable them to gain work-related skills.	Certification Students participate in trainings or courses to achieve industry-recognized credentials (certificate, license, accreditation, diploma, etc.).
Mentoring Students are matched with career professionals who help guide them, provide encouragement, and facilitate setting career goals.	Internships Students work in a career setting in order to build skills, make professional connections, receive career mentoring, and more.	Academic Prep Students take academic classes at their high schools that contribute to their knowledge and skill set for a future profession.

Sampling of Career Pipeline Events

Financial Services Careers Day

This event offers students a chance to learn about jobs in the world of finance. The day features a speed-networking session with industry leaders, a panel of various finance professionals, and a presentation on business etiquette and customer service.

Pre-Employment Training in Healthcare

At this event, students rotate through a series of classes and activity sessions aimed at preparing them for internships in the healthcare industry. Students will examine their own strengths in healthcare, act out healthcare response scenarios, and learn about the breadth and depth of jobs available. Students also learn about HIPAA compliance.

Creative Crash Course at Fueled Collective

This event is split into two parts. During part one, students listen to speakers from five design disciplines. In part two, students learn the basics of design thinking and work with industry executives to design a solution for a contemporary issue.

Appendix: Youth Program Quality Assessment Tool

The Youth Program Quality Assessment (YPQA) tool was created by the David P. Weikert Center for Youth Program Quality to help programs understand the key ingredients needed to create a positive learning environment for the young people involved.

To provide a quality environment for youth each level of the pyramid should be met, with each level building on the level below it. To demonstrate how this applies to an internship program we've included suggestions on how you could meet the standards for an intern this summer.

Not all categories will be met based on the uniqueness of each intern's work responsibilities.

Plan: Interns plan projects and determine how to accomplish tasks.

Choice: Interns make process choices about their work (roles, tools, presentation plan).

Reflect: Supervisors engage interns in reflection regularly throughout the internship.

Lead: Interns given the opportunity to facilitate an activity or a meeting.

Collaborate: Interns are given the opportunity to work with others toward a shared goal.

Adult Partners: Supervisors provide explanation for expectations or direction given to interns.

Belonging: Interns and supervisors participate in team building activities throughout the internship.

Warm Welcome: Interns are greeted and welcomed daily as they arrive.

Re-framing Conflict: Conflict is calmly met and interns involved in deciding the resolution.

Skill Building: Supervisors break complex tasks into simple, specific steps.

Encouragement: Supervisors ask open-ended questions inviting interns to share their opinions.

Session Flow: Interns have ample work, clear instructions, and adequate resources.

Active Engagement: Projects include a balance of concrete and abstract learning.

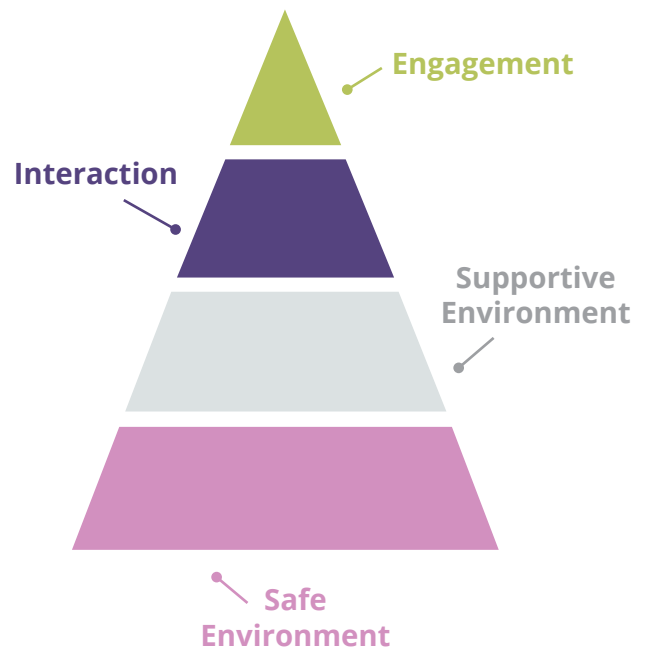
Emergency Preparedness: Interns know the plan in case of an emergency.

Nourishment: Interns have a space to store food and access to water.

Accommodating Environment: Interns have a designated workspace.

Healthy Environment: Workspace is clean and free of hazards.

Emotional Safety: Bias free, positive environment, mutual respect.



Adapted from the David P. Weikert Center for Youth Program Quality www.cypq.org

Appendix: Intern Performance Improvement Plan



Intern Name	Date
Worksite/Agency	Supervisor

Behavior (check one):

- Late
- Unexcused Absence
- Excessive Absence (Excused or Unexcused)
- Failure to Follow Directions
- Other (Brief Description): _____
- Inappropriate Dress or Missing Required Uniform
- Inappropriate Language
- Use of Cell Phone or Internet Without Approval

Provide details of the behavior, including specific examples:

Improvement Plan (to be created by the intern and the supervisor together):

Was the intern given a verbal warning about this behavior before this corrective action? ___Yes ___No

If yes, on what date: _____ Please attach any additional notes regarding previous warnings.

Intern Signature: _____ Date: _____

Supervisor Signature: _____ Date: _____

**Provide a copy of this document to the intern and your Step Up Job Coach.
This will become a part of the intern's personnel file.**

Appendix: Developmental Relationships

Over the course of the summer you and your co-workers will build a relationship with your intern, it may be strictly focused on work and performance, or you may take on a mentorship role. Step Up encourages you to develop a mentoring relationship with your intern and to utilize the Developmental Relationships Framework from Search Institute to help guide you through the mentoring process.

Young people are more likely to grow up successfully when they experience developmental relationships with important people in their lives. Developmental relationships are close connections through which young people discover who they are, cultivate abilities to shape their own lives, and learn how to engage with and contribute to the world around them. Search Institute has identified five elements—expressed in 20 specific actions – that make relationships powerful in young people’s lives.

Search > The Developmental Relationships Framework

INSTITUTE

Elements	Actions	Definitions
<p>1. Express Care</p> <p>Show me that I matter to you.</p>	<ul style="list-style-type: none"> • Be dependable..... Be someone I can trust. • Listen..... Really pay attention when we are together. • Believe in me Make me feel known and valued. • Be warm..... Show me you enjoy being with me. • Encourage Praise me for my efforts and achievements. 	
<p>2. Challenge Growth</p> <p>Push me to keep getting better.</p>	<ul style="list-style-type: none"> • Expect my best Expect me to live up to my potential. • Stretch Push me to go further. • Hold me accountable ... Insist I take responsibility for my actions. • Reflect on failures Help me learn from mistakes and setbacks. 	
<p>3. Provide Support</p> <p>Help me complete tasks and achieve goals.</p>	<ul style="list-style-type: none"> • Navigate..... Guide me through hard situations and systems. • Empower Build my confidence to take charge of my life. • Advocate..... Stand up for me when I need it. • Set boundaries Put in place limits that keep me on track. 	
<p>4. Share Power</p> <p>Treat me with respect and give me a say.</p>	<ul style="list-style-type: none"> • Respect me Take me seriously and treat me fairly. • Include me Involve me in decisions that affect me. • Collaborate Work with me to solve problems and reach goals. • Let me lead Create opportunities for me to take action and lead. 	
<p>5. Expand Possibilities</p> <p>Connect me with people and places that broaden my world.</p>	<ul style="list-style-type: none"> • Inspire Inspire me to see possibilities for my future. • Broaden horizons Expose me to new ideas, experiences, and places. • Connect..... Introduce me to people who can help me grow. 	

NOTE: Relationships are, by definition, bidirectional, with each person giving and receiving. So each person in a strong relationship both engages in and experiences each of these actions. However, for the purpose of clarity, the framework is expressed from the perspective of one young person. ©2017 Search Institute, Minneapolis, MN. www.search-institute.org. May be reproduced for nonprofit, education use.

Appendix: Mid-Summer Evaluation Form

An electronic link will be send out to each intern for the End of Summer Evaluation from MHA Labs.



The Hirability Assessment

Survey Design

MHA Labs is a survey design partner for summer job and internship programs across the United States. We provide a core set of validated skill survey questions that can be used for workforce development and impact measurement goals. Partners are able to include additional questions to the core survey to meet their local and program needs. The survey is administered primarily online with additional paper-based solutions.

SURVEY RANDOMIZATION

MHA Labs validation studies revealed that randomizing the survey items significantly increased the validity of the instrument. Therefore print and online survey tools do NOT include section headers such as Problem Solving, and survey items are randomized.

Hirability Core	STRONGLY DISAGREE	DISAGREE	NEUTRAL	AGREE	STRONGLY AGREE	NOT OBSERVED
Actively looks for ways to help other people						
Identifies new and more effective ways to solve problems						
If I had a job opening, I would hire this employee						
Actively looks for additional tasks when own work is done						
Brings energy and enthusiasm to the workplace						
Stays calm, clearheaded and unflappable under stress						
Arrives on time and is rarely absent without cause						
I would seek out this person to be on my next project						
Unpacks problems into manageable parts						
Gets work done on time						
Takes responsibility for his or her actions and does not blame others						
I would recommend this employee to a colleague, for a similar position						
Manages time and does not procrastinate						
Graciously accepts criticism						
Generates multiple potential solutions to problems						

SURVEY REPORTING

MHA Labs advocates for three levels of reporting. Youth receive a Hirability Scorecard for use in college and career planning. Program staff and agencies receive individual scorecards and aggregate impact reports for continuous improvement and additional job placement. Citywide Collective Impact Initiatives receive aggregate impact reports.

Appendix: Copy of Step Up Worksite Agreement



Step Up Worksite Agreement (Page 1 of 3)

This agreement is entered into between your organization, _____, (referred to as the “Worksite”) and the City of Minneapolis, Minneapolis Employment and Training (MET) to provide a professional work experience for young people participating in Level 1 of the Step Up Youth Employment Program.

TERM: The term of this Agreement shall commence on the date listed above and continue until May 31, 2021, unless sooner terminated as provided herein.

SUPERVISION: The Worksite agrees to provide a job and direct supervision for the length of this agreement to every Step Up Worker in its workplace. Worksite supervisors shall be of such age and experience as to meet the diverse needs of Step Up Workers. The worksite will provide all supervisors who directly supervise Step Up Program youth orientation as to their duties and responsibilities to the program and youth workers. The Step Up Worker-to-supervisor ratio shall not exceed 5:1. The Worksite shall ensure that a substitute supervisor is available for times when the regular supervisor is absent and that this substitute is also provided with sufficient orientation to ensure compliance with program requirements. If the regular supervisor is no longer employed by the Worksite, the Worksite will promptly find a replacement supervisor. The Worksite will notify Step Up of all permanent changes to a Step Up Worker’s supervisor. The Worksite also agrees to provide that all Step Up Workers are oriented to its workplace and position requirements, and instruct them in professional competencies as identified.

TIME, ATTENDANCE, AND COMPENSATION: To be accountable for time and attendance of youth workers; maintaining sign-in sheets in a form that provides for individual daily sign-in; and comply with all digital timesheet recording within the payroll deadlines, completed timesheet/payment requests to specific locations assigned to the worksite. To provide written evaluation of the youth worker’s performance with each timesheet and at other times as required. Youth workers shall only be paid for hours worked (i.e., no pay for lunch breaks, holidays, or unworked hours). MET shall pay youth workers’ wages as established by the United States Department of Labor. the worksite shall be responsible for all payroll costs for any hours worked beyond the maximum of 20 hours per week. In the case where youth workers are selected for off-site educational academic enrichment activities, the maximum hours that can be worked at the worksite shall be 20 hours. To provide MET staff, in writing, any reasons for youth worker termination as well as notification of deficiency in the youth worker’s performance.

THE CITY (MET) DOES NOT AUTHORIZE YOUTH PARTICIPATION IN THE FOLLOWING:

- (1) OFF-SITE TRAVEL WITHOUT PROOF OF ADEQUATE INSURANCE COVERAGE; OR
- (2) ANY ACTIVITIES THAT OCCUR OR TAKE PLACE AFTER WORK HOURS
- (3) FURTHERMORE, FAILURE TO ADHERE TO NUMBERS 1 AND 2 ABOVE, PLACES ALL RISK SOLELY ON THE AGENCY.

The Worksite agrees to provide feedback on performance to the Step Up Worker and Step Up program staff, including providing, in writing, detail on major performance issues and any reasons for Step Up Worker termination. Supervisors must complete two intern evaluations using the MHA materials provided by Step Up; one at the internship mid-point and once at the end of the internship. The Worksite shall (1) promptly report any Step Up Worker major performance deficiencies or problems of any kind directly to program staff so that they may immediately investigate and, if necessary, correct any deficiencies or problems and (2) notify program staff prior to termination of a Worker. In the case of Step Up Workers who are pursuing academic credit for their work experience, this information may be shared with Minneapolis Public Schools.

Step Up Worksite Agreement (Page 2 of 3)

In the case of Step Up Workers under 18 years of age, the Worksite shall take responsibility to secure parental authorization for after-hours activities beyond the scope of regularly assigned job duties or activities that require travel outside Minneapolis or locations other than those in that particular Step Up Worker's job description.

WORK ASSIGNMENTS: The Worksite agrees to adhere to all rules and regulations governing the Step Up Youth Employment Program described herein and as authorized by the laws of Minnesota for the purpose of providing education, career exploration, and training. To adhere to all memorandum procedural revisions, rules, and regulations governing the MET Step Up program. To assure sufficient equipment and/or materials to carry out all work assignments. To assure that sufficient work is available to occupy the participants during the regularly scheduled work hours. To provide contingency work plans during inclement weather if the worksite normally has workers doing out-of-doors work. **Every worksite must have a signed copy of this agreement and approved job description(s) at the worksite.**

EEO POLICY: The purpose of the Step Up Youth Employment Program to provide safe, meaningful, and adequately supervised work experiences for young people. Employers must complete a mandatory employer safety check. The program serves youth without discrimination due to race, color, creed, religion, political affiliation, disability, marital status, sexual orientation, beliefs, sex, national origin, age, or status regarding public assistance.

The Worksite will properly train students before they operate any equipment, ensure safety trainings as needed, and provide a safe and healthful workplace that conforms to all health and safety standards of Federal and State Law (including the Fair Labor Standards Act, OSHA, and MN Child Labor). The Worksite will protect Step Up Workers from sexual harassment. The Worksite will comply with the Americans with Disabilities Act. The Worksite will maintain workers compensation and general liability coverage for Step Up Workers. Step Up Workers will not perform Hazardous Work as defined by Federal Labor Standards Act.

All worksites must adhere to the rules and regulations governing youth employment including the following:

Americans with Disabilities Act, Right-to-Know Act, MN Data Practices Act, EEO Affirmative Action Policy, both state and federal child labor laws and the MN Child Labor Standards Act. No Step Up Worksite shall allow youth workers to provide services or engage in political or religious activity as part of the work assigned.

The Worksite will protect Step Up Workers from sexual harassment. The Worksite will general liability coverage for Step Up Workers, *which may be satisfied by Hennepin County self-insurance program.*

The worksite accepts responsibility for teaching safety precautions and procedures, reporting all accidents and injuries, ensuring all injured employees receive required medical attention and for completing necessary injury report forms and submitting them to MET within 24 hours of any accident or injury.

MAINTENANCE OF EFFORT: No Step Up Workers shall be placed at a worksite where they will displace current employees (including partial displacement such as a reduction in the hours of non-overtime work, wages, or employment benefits) or current employees' promotional opportunities; or where the hiring of Step Up Workers impairs existing labor contracts, unless the labor organization concurs. The Worksite shall not hire a Step Up Worker at its worksite if a member of the Step Up Worker's immediate family is employed as an officer, as a board member, or in an administrative capacity (including supervisor) at the Worksite. Immediate family means wife, husband, mother, father, sister, or brother.

Step Up Worksite Agreement (Page 3 of 3)

STEP UP PROGRAM: The main contact for Step Up at the Worksite will receive all internship placement information and will be responsible for disseminating placement information to the appropriate Worksite staff in a manner that will allow the Worksite to contact Step Up Workers within three business days of placement. All supervisors of Step Up Workers are required to attend a Step Up Supervisor Orientation.

A Step Up job coach will support the intern and supervisor throughout the internship. In many cases this job coach will be a certified teacher. Support will include two site visits during internship; toward the beginning and toward the end, e-mails, phone calls and follow-ups regarding the intern and their employment experience. Step Up job coaches will add value and support to the internship experience for both the employer, supervisor and student. When interns are earning academic credit for their internship experiences, supervisors and/or employers will be required to sign documents for credit earning including: a training agreement, training plan and statement of assurances. (Step Up job coaches will guide and explain all materials.)

During the term of their employment, enrichment activities may be made available to Step Up Workers. In such instances, Step Up will contact Worksite prior to such activities, and Step Up Worker attendance is subject to supervisor approval.

As part of employment, employers and/or supervisors must:

It is further accepted that failure to fulfill obligations of this agreement is just cause to terminate this agreement.

A copy of this Worksite Agreement will be given to all Worksite Supervisors for reference purposes.

ACADEMIC CREDIT: To cooperate with the educational academic enrichment component and encourage youth workers to attend all scheduled educational activities. A youth worker shall not be permitted to work during the time they are assigned to attend an academic enrichment activity. Failure to cooperate in academic enrichment activity will necessitate the termination of the youth workers at their worksite.

It is further accepted that failure to fulfill obligations of this agreement is just cause to terminate this agreement. MET will seek appropriate placement of youth workers with another agency.

All promotional materials developed by worksite organizations must include acknowledgment to the City of Minneapolis and the Minneapolis Employment and Training for funding of youth worker wages.

CONTRACT APPROVAL SIGNATURES:

WORKSITE AUTHORIZED SIGNATURE

STEP UP AUTHORIZED SIGNATURE

Signature _____
Title _____
Date _____

Signature _____
Title _____
Date _____

Appendix: Intern Hire Letter Template

Adapt this hire letter to send to your intern once they have officially been hired by your company or organization. It will provide them with key information to get their internship off to a successful start.

Dear _____,

We are so excited to have you join [Employer] this summer as a Step Up intern! Your role will be [Job Title] in the [Department Title] department. [I will be your supervisor, and I look forward to working with you throughout the summer.] [_____ will be your supervisor.]

At this point, you have successfully completed all the required steps to begin your internship. Here are some key pieces of information to know about this position.

Internship Start Date: [Monday, June 14, 2021]

Anticipated Internship End Date: [Friday, August 13, 2021]

Hourly Wage: [\$12.15] per hour

Anticipated Hours Per Week: [20]

Anticipated Work Schedule: [9:00 a.m. – 12:00 p.m. Monday through Friday]

Worksite Address: [Enter Address]

Instructions for the First Day of Work: [Provide detailed instructions to help your intern on the first day of work. Suggestions include what floor your office is on, what door they should enter, where in the building they should find you, what time they should arrive, appropriate attire, and whether to bring a lunch.]

To make sure you arrive on time on the first day of work, I suggest doing a “practice run” the week before your internship. Using the same mode of transportation you’ll use to get to work on the first day, practice your route to work and aim to arrive at the worksite by the time you will start work on the first day. If possible, it’s a good idea to plan to arrive 15 minutes early on the first day in case you have any unexpected delays.

If you need to contact me on or before the first day of work, you can reach me by phone at [Phone Number] or by email at [Email Address].

I’m looking forward to a productive summer together and can’t wait for your first day!

Sincerely,

[Name]

[Title]

Appendix: Mid- and End of Internship Evaluation Templates

We will provide you with electronic templates to conduct a mid-internship evaluation and end of internship evaluation with your intern. These templates focus on progress against the work plan and the development of key skills. While the two templates are very similar, there are slight differences between them. A sample of the end of internship evaluation template is included below.

2. Skills Assessment – MHA Labs Hirability Skills

Professional Attitude	Strength/Growth Area	Reflections/Examples; Plans to Improve Growth Areas
Brings energy and enthusiasm to the workplace	<i>Strength</i>	<i>Example: "Michael's energy and positivity will be missed in our office! This character trait will go a long way toward ensuring his future success - keep it up!"</i>
Takes responsibility for his or her actions and does not blame others		
Stays calm, clearheaded, and unflappable under stress		
Graciously accepts criticism	<i>Growth</i>	<i>Focus on ways to grow after the internship. Example: "Michael plans to think of his teachers as 'managers' who are trying to help build skills for success to practice accepting criticism and not taking it personally."</i>
Time Management	Strength/Growth Area	Reflections/Examples; Plans to Improve Growth Areas
Manages time and does not procrastinate		
Gets work done on time		
Arrives on time and is rarely absent without cause		
Team Work Ethic	Strength/Growth Area	Reflections/Examples; Plans to Improve Growth Areas
Actively looks for additional tasks when own work is done		
Actively looks for ways to help other people		
Problem Solving	Strength/Growth Area	Reflections/Examples; Plans to Improve Growth Areas
Unpacks problems into manageable parts		
Generates multiple potential solutions to problems		
Identifies new and more effective ways to solve problems		
Industry/Job Specific Skills	Strength/Growth Area	Reflections/Examples; Plans to Improve Growth Areas
<i>Example: Microsoft PowerPoint</i>		

3. Professional Development

Professional Development Opportunity	Date Occurred	Skills Learned
		<i>Example: "Observed how professionals interact in a meeting. Discussed what made the vendor's presentation effective. Gained insight into how strategic IT decisions are made."</i>

4. Supervisor/Intern Discussion

1. What are the intern's career goals?
2. What additional skills should the intern focus on building to achieve those goals?
3. What type of post-secondary education or certification is required to accomplish these goals?

Intern Name: _____

Supervisor Name: _____

1. Job Performance Goals

Job Function 1: _____

Job Duty	Date to be Completed By	Assessment of Progress and Results	Skills Learned
		<i>Assess progress toward goals with emphasis on skills (e.g. "Slide design has progressed slower than expected because Michael has not used PowerPoint before. Will watch some online videos to learn PowerPoint basics.")</i>	<i>Outline the skills learned by this task (e.g. "Designing PowerPoint slides; Audio recording software; Communicating with supervisor about priority of work tasks.")</i>

Job Function 2: _____

Job Duty	Date to be Completed By	Assessment of Progress and Results	Skills Learned

Job Function 3: _____

Job Duty	Date to be Completed By	Assessment of Progress and Results	Skills Learned

2. Skills Assessment – MHA Labs Hirability Skills

Professional Attitude	Strength/Growth Area	Reflections/Examples; Plans to Improve Growth Areas
Brings energy and enthusiasm to the workplace	<i>Strength</i>	<i>Example: "Michael's energy and positivity will be missed in our office! This character trait will go a long way toward ensuring his future success - keep it up!"</i>
Takes responsibility for his or her actions and does not blame others		
Stays calm, clearheaded, and unflappable under stress		
Graciously accepts criticism	<i>Growth</i>	<i>Focus on ways to grow after the internship. Example: "Michael plans to think of his teachers as 'managers' who are trying to help build skills for success to practice accepting criticism and not taking it personally."</i>
Time Management	Strength/Growth Area	Reflections/Examples; Plans to Improve Growth Areas
Manages time and does not procrastinate		
Gets work done on time		
Arrives on time and is rarely absent without cause		
Team Work Ethic	Strength/Growth Area	Reflections/Examples; Plans to Improve Growth Areas
Actively looks for additional tasks when own work is done		
Actively looks for ways to help other people		
Problem Solving	Strength/Growth Area	Reflections/Examples; Plans to Improve Growth Areas
Unpacks problems into manageable parts		
Generates multiple potential solutions to problems		
Identifies new and more effective ways to solve problems		
Industry/Job Specific Skills	Strength/Growth Area	Reflections/Examples; Plans to Improve Growth Areas
<i>Example: Microsoft PowerPoint</i>		

3. Professional Development

Professional Development Opportunity	Date Occurred	Skills Learned
		<i>Example: "Observed how professionals interact in a meeting. Discussed what made the vendor's presentation effective. Gained insight into how strategic IT decisions are made."</i>

4. Supervisor/Intern Discussion

1. What are the intern's career goals?
2. What additional skills should the intern focus on building to achieve those goals?
3. What type of post-secondary education or certification is required to accomplish these goals?

Appendix: Intern Growth Contract

stepup Intern Growth Contract

Intern:

Worksite:

Supervisor:

SUMMER GROWTH GOALS:

Intern's Individual Learning Goals <small>To be completed at the beginning of the internship.</small>	What does success look like? <small>To be completed at the beginning of the internship.</small>	Final Results <small>To be completed at the end of the internship.</small>
<i>Example: Develop public presentation skills.</i>	<i>Do a presentation to supervisor and her peers at the end of the summer about a project worked on.</i>	

PROJECT GOALS:

Project	Early Summer		Mid-Summer		End of Summer
	Skills Developed <small>Should align with learning goals</small>	Support Staff <small>Who can support your work?</small>	Progress Check	Next Steps	Final Results
<i>Example: Plan, prepare, and deliver a presentation for the communications team on youth use of SnapChat</i>	<i>Research Skills Time Management PowerPoint Public Speaking</i>	<i>Sarah – PowerPoint Omar – Public Speaking Sylvia – Project Management</i>			

PROFESSIONAL DEVELOPMENT:

Professional Development Opportunities	Dates Scheduled	Skills Learned / Key Takeaways
<i>Example: Attend time management workshop provided by employer</i>	<i>July 18</i>	

Appendix: Cell Phones, Texting and Email

Every work place has its own expectations regarding personal use of company technology and cell phones. It is a good idea to make the guidelines regarding personal phone calls, texting and emails very clear on the first day. Although it may seem obvious that making or receiving cell phone calls and/or texting during work is not a good idea, young people working in a professional environment for the first time may not know this. The lines between personal life and school life are often blurred. Learning the lines between personal and professional life is often new territory for interns to explore.

Step Up recommends a strong and clear policy regarding cell phones, texting and email. Let the intern know when and where they are allowed to initiate and receive personal phone calls and/or texts. For example, during their break time in the lunch room. If the rules are made clear it will be less of an issue.

Finally, if you have guidelines for cell phone usage while working, please ensure that all of the employees working with interns are setting a good example of how to follow these guidelines. A regular area of confusion for interns is when they are told to “behave” one way and see their supervisors and mentors behaving another.



Appendix: Clothing Resources for Interns

In-expensive used clothing for sale – Call the agency in advance to confirm availability and hours

ARC Value Village

- Richfield Store, 6528 Penn Ave. So., Richfield – (612) 861-9550
- New Hope Store, 2751 Winnetka Ave. N., New Hope – (763) 544-0006
- Bloomington Store, 10546 France Ave. So., Bloomington – (952) 818-8708

All Open Daily: 10am - 6pm *store hours subject to change

Salvation Army Thrift Stores

- South Minneapolis Store, 3740 Nicollet Ave., Minneapolis – (612) 822-1200
Monday – Saturday (9 am – 9 pm)
- Main Minneapolis Store, 900 N 4th St., Minneapolis, (612) 332-5855
Monday – Saturday (9 am – 9 pm)

Savers

- Columbia Heights, 4849 Central Ave. NE, Columbia Heights – (763) 571-1319
Open daily: 11am - 7pm
- (Unique) New Hope, 4471 Winnetka Ave, New Hope 55428 - (763) 535-0200
Monday – Saturday (10:00 am – 8 pm)
Sunday (10:00 am - 7:00 pm)
- (Unique) Burnsville, 14308 Burnhaven Drive, Burnsville 55306 - (952) 898-0988
Monday - Saturday (10am - 8pm)
Sunday - (10am - 7pm)

Central Lutheran Church Clothes Closet/St. Stephen's Human Services

- 333 S. 12th St., Minneapolis - (612) 870-4416
Appointment only: Call Karen Knox at (612) 870-4416
- Clothing service is located in a "triple wide" trailer at the rear of the church's parking lot/garage (near 16th Street). Please call the church for specific directions (Clients may use the service one time per week).

Cornerstone Ministry (Park Ave. Church)

- 3400 Park Ave. S., Minneapolis 55407 – (612) 825 - 6863
Appointment only: Email Sally Nixon at cornerstone@parkavenuechurch.org

Appendix: Clothing Resources for Interns

FREE CLOTHING – Call the agency in advance to confirm availability and hours

Marie Sandvik Center

- 1112 Franklin Ave., Minneapolis 55404 612-870-9617
Call for RSVP/appointment: (612) 870 - 9617
TEXT ONLY RSVP the day before by midnight: (612) 807 9786
Men's clothing: Sun: 5 pm - 9pm
Women & children's clothing: Tues 5pm - 9pm & Thurs 12pm - 2pm

Sabathani Community Center

- 310 E. 38 Street, Minneapolis 55409
Appointment only: call (612) 821 - 2396 Friday - (10am - 2pm)

Old School by Steeple People

- 1901 Nicollet Avenue, Minneapolis 55404 - (612) 871-8305
Wednesday- Sunday - (11am - 6pm)

St. Vincent de Paul

- Minneapolis: 2939 12th Avenue South , Minneapolis 55407 - (612) 722-7822
Monday - Friday - (10:30am - 5pm) Saturday - (10:30am - 4pm)
- Saint Paul: 461 West 7th Street, St. Paul 55102 - (612) 227-1332
Monday - Friday - (9:30am - 5pm) & Saturday - (9:30 - 3pm)

Shop for Change (PRISM)

- 1220 Zane Avenue North, Golden Valley 55422
Monday - Friday (10am - 5pm) By appointment: Calls Rosa (763) 529-1350

From Me to You Elbethel Baptist Church

- 3953 4th Avenue S, Minneapolis 55409
Appointment required for work clothing: call (612) 825-6469
Thursday - (4pm - 5:30pm) & Saturday - (10am - 12pm)

Swap Shop, St. Thomas More Church

- 1065 Summit Ave, St. Paul 55105 (basement of St. Thomas More Catholic School
Appointment only: Email stmfreestore@morecommunity.org

For other clothing and community resources not listed, please contact United Way at 211 or (651) 291-0211. Available 24/7 in multiple languages.

Appendix: Additional Resources



Here is a collection of websites, articles, and videos that may be helpful for you in your role as a supervisor this summer. Some of the information is good for you, some the intern, and many both of you. In addition to the information provided in this handbook you can call your Job Coach for assistance or ideas.

Youth Development

- Center for Youth Program Quality
- University of Minnesota Extension—Center for Youth Development
- Teenage Brains, by David Dobbs—National Geographic
- Requirements for Healthy Development of Adolescent Youth, Gisela Konopka
- How to Effectively Manage Teen Employees, Chad Halvorson
- Fostering Resilience
- Building the 7 Cs of Resilience in Your Child

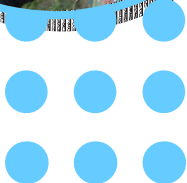


Communication

- Celeste Headlee 10 ways to have a better conversation (TedTalks) (11:44)
- Katherine Hampsten: How miscommunication happens (and how to avoid it) (Ted Ed) (4:32)
- Julian Treasure: Which of these habits is keeping you from being a great communicator?

Diversity, Equity and Inclusion

- Retraining the biased brain—American Psychological Association
- Five Keys to Challenging Implicit Bias—Edutopia
- Teaching Tolerance
- Project Implicit
- Perception Institute
- Verna Myers: How to overcome our biases? Walk boldly toward them (Ted Talk) (17:53)
- The Green Lining Institute
- Dushaw Hockett: We all have implicit biases. So what can we do about it? (TEDx) (1:19)
- Did you really just say that? Rebecca A. Clay (microaggressions)
- LISTEN: How Do You Respond to Microaggressions? (YouTube) (4:34)
- Touré: The internal response to racial slight (YouTube) (5:27)



Appendix: Child Labor Laws

Guidelines for 14 and 15 year olds working during the summer

These guidelines are a partial summary of state and federal child labor laws as they pertain to youth ages 14 and 15 working through Step Up Level 1 in the summer of 2021. For a more complete list please visit <http://www.dli.mn.gov/ls/MinAge.asp> or contact your Job Coach.

All Interns

May not work before 7:00 a.m. or after 9:00 p.m.

May not work more than 8 hours in a 24 hour period

- Example: 1:00 p.m.—9:00 p.m. on Monday and back at work at 7:00 a.m. on Tuesday is not allowed

Highlights of prohibited activities by trade/industry:

Fashion

- No laundry
- No dry cleaning
- No textile making machinery

Office / Clerical / Media

- No laminators
- No shredders

Child Care / Day Camps

- No laundry
- No operating of any rides in a street carnival including loading and unloading passengers
- No laminators
- No commercial dishwashers or ovens/stoves

Landscaping

- No power driven machinery (drills, sanders, etc..)
- No use of ladder or scaffolding
- No forklifts
- No work on any construction sites
- No lawn mowers

Janitorial / Maintenance

- No lawn mowers
- No laundry
- No use of a ladder or scaffolding
- No welding
- No operating of freight elevators
- No floor polishing equipment

Food Service / Kitchen

- No use of a microwave
- No use of slicers or dicers
- No bakery Machines (mixers, dough rollers)
- No selling or dispensing of intoxicating liquors
- No regular work in a freezer or cooler (can enter on occasion to grab an item)
- No commercial dishwashers, ovens, or stoves

Appendix: Americans with Disabilities Act (ADA)

Key Aspects of the ADA

The Americans with Disabilities Act of 1990 (ADA) makes it unlawful to discriminate in employment against a qualified individual with a disability. The ADA also makes it illegal to discriminate against individuals with disabilities in providing government services. You, as a supervisor, have the responsibility of complying with this Act.

The following information should help you understand what the requirements are and help you be better equipped to fulfill your responsibilities under this Act. The ADA definition of individual is very specific. A person with a “disability” is an individual who:

- Has a physical or mental impairment that substantially limits one or more of his/her major life activities.
- Has a record of such an impairment.
- Is regarded as having such an impairment.

Major life activities are activities that an average person can perform with little or no difficulty. Examples are walking, hearing, caring for oneself, sitting, reading, seeing, breathing, working, standing, speaking, learning, performing manual task, and lifting.

The ADA protects a “qualified” individual with a disability e.g., someone with a disability who meets the essential eligibility requirements for the program or activity offered.

An employer must make a reasonable accommodation to the known physical or mental limitations of a qualified applicant or employee with a disability unless it can show that the accommodation would cause an undue hardship on the operation or its business.

Examples of Reasonable Accommodation

- Making existing facilities used by employees readily accessible to, and usable by, an individual with a disability
- Job restructuring
- Modifying work schedules
- Reassignment to a vacant position
- Acquiring or modifying equipment or devices
- Adjusting or modifying examinations, training materials, or policies
- Providing qualified readers or interpreters
- An employer is not required to lower quality or quantity standards to make an accommodation, nor is an employer obligated to provide personal use items, such as glasses or hearing aides, as accommodations.



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