

# step up

**Level 1 Supervisor Handbook**  
Supervising and Mentoring An Intern

2022



Dear Step Up Supervisor,

Congratulations on your participation in Step Up, one of the country's premiere youth employment programs! This is a very special year for our program as we celebrate 20 years and over 30,000 internships. By hiring or hosting a Step Up intern, you've joined the ranks of over 200 top Twin Cities nonprofits, government entities, and local businesses.

You've got some exciting months ahead of you! While the pandemic still has an impact on how we do work, we are looking forward to a more traditional summer of 2022. After two years with many of our internships being remote or hybrid, we are excited to see most internships shift back to in person experiences. Our Minneapolis young people are eager to join your companies, build their skills, and get to work!

Step Up youth are our future 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.

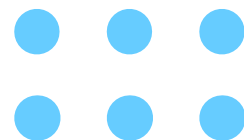
As a supervisor, you'll be opening doors and helping the youngest members of our workforce navigate the world of work. You'll be helping them build vital professional skills and gain the confidence they need to accomplish their educational and professional goals. By hosting an intern, you'll be modeling 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 of 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,

The Step Up Team





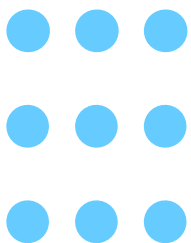
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# Section 1 - Step Up Program



## 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 30,000 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
- 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 socio-economic 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:** These interns who reflect the communities in which these employers operate and the customers they serve offer energy, new skills, and fresh perspective. Prior to COVID-19, our region was expected to face a workforce shortage. As we move beyond 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.



**1,373** interns  
received a job and worked  
in 2021



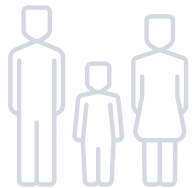
**275** students born  
in countries outside the US

**91%**

students  
of color

**23%**

students with  
disabilities



**51%** of participants  
in the Step Up Program were from  
immigrant families in 2021



In 2021,  
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.

**90%** of   
participants

completed an internship in  
2021



**80%** of interns  
qualified for free or reduced  
lunch in 2021



Step Up has  
provided over  
**30,000** Internships  
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 have trained in person. Since having to pivot due to the pandemic, our participants are invited to complete a 6-8 hour virtual Work Readiness that is developed and supported by Licensed Teachers. Please see page 7 for a more detailed description.

### Intern Placement | June

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 27

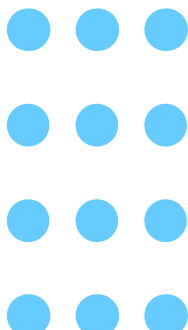
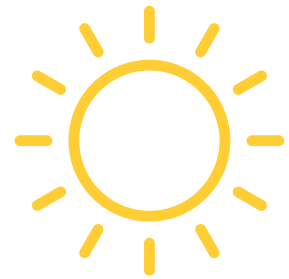
First official day of work for Step Up interns.

### Step Up End of Summer Celebration | End of August

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

### Official Internship End Date | August 26

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



## Work Readiness Training

**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.

All Step Up interns have completed 6-8 hours of Step Up Work Readiness Training. Work Readiness Training explores content that helps students prepare to be successful employees through online practice in skills ranging from interpersonal communication and responsibility, to resume building and interview practice. The training typically ends with a mock interview for those interns who are 16 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

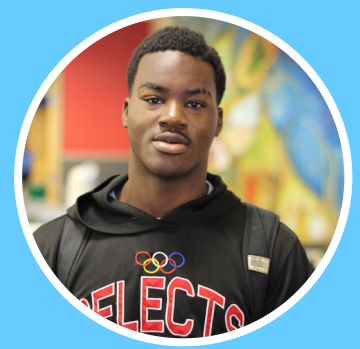
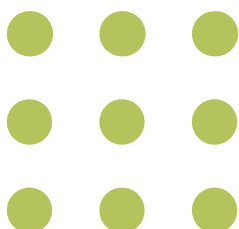
- Written communication
- Situational communication
- Verbal communication
- Receiving/giving feedback
- Interviewing

### Decision-Making Skills

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

### Life-Long Learning Skills

- Good attitude
- Character
- Etiquette
- Promptness
- Dependable
- Attendance
- Asking questions



## What to Expect from an Intern

Most Step Up Level 1 interns 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 QuickBooks Time.



### When to Reach Out to Your Job Coach

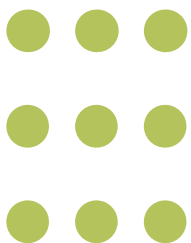
First, address the issue directly with the intern and discuss why the situation is occurring. It may simply be a misunderstanding that can be easily addressed. If the issue persists or your intern doesn't understand or becomes defensive, reach out to your Job Coach. We can suggest new approaches, talk 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 a High- Quality Internship Experience



“

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 your QuickBooks Time account to verify access to your intern list.
- If you have questions regarding the QuickBooks Time account, contact Shandella Darring by emailing [shandella.darring@minneapolis.gov](mailto:shandella.darring@minneapolis.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



### 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

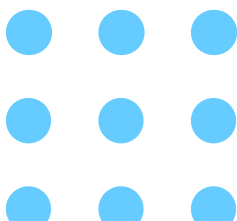
#### Work Responsibilities

- 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 30,000 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.



### 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 48-49.
- 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.

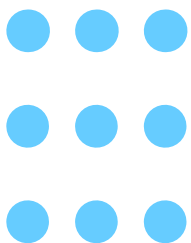
2. Interns are developing the ability to integrate memory and experience into their decision making, this is a new process for them and will require multiple chances to get it right.

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.



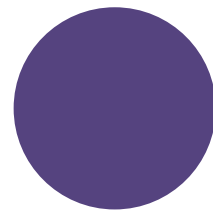
### Emotional

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"> <li>○ 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.</li> </ul>	<ul style="list-style-type: none"> <li>○ Teens begin developing the ability to integrate memory and experience into their decision making. Developing the ability for abstract thinking.</li> </ul>
<ul style="list-style-type: none"> <li>○ The young person's brain is learning to use its new neural networks.</li> </ul>	<ul style="list-style-type: none"> <li>○ 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.</li> </ul>
<ul style="list-style-type: none"> <li>○ 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.</li> </ul>	<ul style="list-style-type: none"> <li>○ 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.</li> </ul>
<ul style="list-style-type: none"> <li>○ 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.</li> </ul>	<ul style="list-style-type: none"> <li>○ 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.</li> </ul>
<ul style="list-style-type: none"> <li>○ 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.</li> </ul>	<ul style="list-style-type: none"> <li>○ Acceptance/respect from peers often takes precedence over pleasing adults to earn their respect or acceptance.</li> </ul>
<ul style="list-style-type: none"> <li>○ Developing personal sense of identity and value system and learning about how the two are related.</li> </ul>	<ul style="list-style-type: none"> <li>○ Open to trying new things, discussing ideas and concepts, pushing accepted norms. Can result in drastic changes in social choices, attitudes and beliefs.</li> </ul>
<ul style="list-style-type: none"> <li>○ Increasing sense of independence from family/ caregivers combined with taking on more responsibilities begins the creation of self-reliance and self-efficacy.</li> </ul>	<ul style="list-style-type: none"> <li>○ Excited to give something to their community, renegotiating their relationship with caregivers/ adults, ready to take on new challenges, and prove they are capable.</li> </ul>
<ul style="list-style-type: none"> <li>○ Bodies are maturing, often rapidly changing.</li> </ul>	<ul style="list-style-type: none"> <li>○ Adjusting to a new physical sense of self, discovering sexuality, and learning to manage the often dramatic shift.</li> </ul>
<ul style="list-style-type: none"> <li>○ 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.</li> </ul>	<ul style="list-style-type: none"> <li>○ 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.</li> </ul>

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.

“

It's been awesome having someone from the next generation at our company. The energy, spirit and excitement our intern brought to the workplace has been amazing!

- 2021 Step Up Supervisor, Alyse from Mercury Mosaics

### 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, than 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**

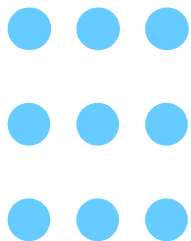
Teach and respect personal and professional boundaries. Supervisors should not:

- 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	
<b>Daily</b>	<b>Weekly</b>	<b>Key Milestones</b>
<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.

## Tools for Feedback and Improvement Conversations

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. To make these conversations easier we've included 2 tools: the COIN Method and Stances of Inquiry.

### COIN Method

When you need to provide feedback to your intern—positive or negative—use this easy, four-step process to make the communication easier and ensure the conversation serves as a learning opportunity for your intern.



#### Connect

It's important to provide context for the feedback so your intern understands the specific instance you're referring to and why it matters. Begin with a phrase like, "Remember that team meeting that you presented at last week?" The feedback becomes even more effective if you can connect it to a specific goal for your intern: "I know you've been trying to work on your writing skills, so I wanted to talk about the newsletter article you drafted this week."



#### Observation

Describe the specific work behavior, good or bad, that you observed—"you sought out additional work from Bob when you finished the filing project early," or "the email you sent had some spelling and grammar errors." Being specific and using factual statements rather than generalizations or evaluative statements will help your intern learn and prevent them from feeling confused or accused.



#### Impact

Explain how the observable behavior impacted the business in a positive or negative way. For example, "finishing the project early really impressed our customer," or "customers lose faith in our company if our emails include frequent typos."



#### Next Steps

Identify action steps that can build on the positive impact or remedy the negative impact in the future. Keep the actions focused on the future and engage your intern in coming up with ideas to increase their buy-in. "That report you produced was so helpful to me, I'd like you to present it at the next team meeting," or "Try outlining your goals for a phone call in the future before placing the call."

### See the Appendix for a Helpful Form

Want help providing feedback to your intern using the COIN method? See page 47 in the Appendix for a form that will walk you through the COIN method.

Adapted from Negstad Consulting, LLC and other source.

## 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](http://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.



## Performance Improvement Plans

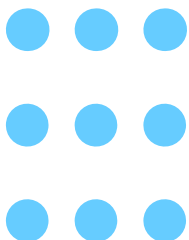
Performance Improvement Plans work to correct unacceptable behavior such as absenteeism, tardiness, poor performance, or personal phone use. Usually verbal or written warnings, and occasionally, suspensions are appropriate responses to these kinds of behaviors.

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.

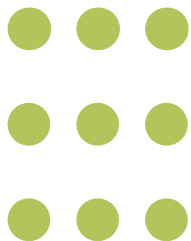
Remember your Job Coach is here to help you manage or discuss any disciplinary problems as they arise. Please review the discipline and termination procedures in your Policies and Procedures Manual and contact your Job Coach for assistance. Copies of the Intern Performance Improvement Plan can be found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

See Appendix page 46 for the Intern Performance Improvement Plan.





## 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:

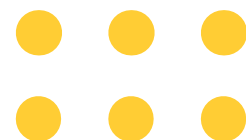
- ✓ An ongoing process of learning about other cultures
- ✓ Being aware of the many aspects of culture
- ✓ About having the courage to make mistakes and wisdom to learn from them
- ✓ Multi-faceted: learning about another culture and about yourself
- ✓ A journey

### 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: [www.ncbi.nlm.nih.gov/pmc/articles/PMC3603687/](http://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 radicalized, 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? Where were you born?/What are you?	You are a foreigner. 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.

## 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 person's 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.

### **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.

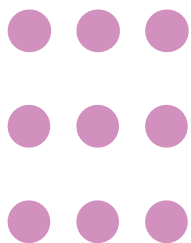
### **N = Negotiate an agreement**

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

- 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



## 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?

**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.

**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 26 for more on listening

**3. Explore from Their Perspective**

Reflect back on your experience in your first job. Think about your concept of career goals in high school.

**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.

**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.

**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.

**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.

**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.

**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.

**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.



**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.**



## 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 is the manifestation of a grassroots movement to radically improve the 21st century skills development of youth and young adults from cradle to career. Their researchers and users collaborate to better understand how 21st century skills develop across the lifelong learning spectrum from early childhood through employment.

MHA Labs 21st century skills system focuses on a common set of easy-to-understand 21st century skill targets called **The Building Blocks**. To address cultural and contextual differences, MHA Labs researchers, subject matter experts and practitioners isolated the core human success factors deemed most critical for college, career and life success.

The Building Blocks comprise 35 core social, emotional and cognitive skills deemed critical for college, career and life success. Image Source (below): MHA Labs [www.mhalabs.org](http://www.mhalabs.org)

 <b>Personal Mindset</b> <ul style="list-style-type: none"><li>» Needs minimal supervision to complete tasks.</li><li>» Attempts to complete tasks independently before asking for help.</li><li>» Follows rules/directions as required by the task/situation.</li><li>» Maintains focus on tasks despite internal (e.g., emotional) and/or external distractions.</li><li>» Avoids actions that have produced undesirable consequences or results in the past.</li><li>» Strives to overcome barriers/set-backs, seeking assistance when needed.</li><li>» Adapts approach in response to new conditions or others' actions.</li></ul>	 <b>Planning for Success</b> <ul style="list-style-type: none"><li>» Sets and prioritizes goals that reflect a self-awareness of one's capabilities, interests, emotions, and/or needs.</li><li>» Breaks goals into actionable steps.</li><li>» Accurately estimates level of effort and establishes realistic timelines.</li><li>» Manages time to complete tasks on schedule.</li><li>» Applies existing/newly acquired knowledge, skills, and/or strategies that one determines to be useful for achieving goals.</li><li>» Monitors progress and own performance, adjusting approach as necessary.</li><li>» Demonstrates a belief that one's own actions are associated with goal attainment.</li></ul>
 <b>Social Awareness</b> <ul style="list-style-type: none"><li>» Recognizes the consequences of one's actions.</li><li>» Balances own needs with the needs of others.</li><li>» Takes into consideration others' situations/feelings.</li><li>» Develops and implements strategies for navigating in different contexts (i.e., manages different patterns of behavior, rules, and norms).</li></ul>	 <b>Communication</b> <ul style="list-style-type: none"><li>» Organizes information that serves the purpose of the message, context, and audience.</li><li>» Uses and adjusts communication strategies as needed based on the purpose of the message, context, and audience.</li><li>» Signals listening according to the rules/norms of the context and audience.</li><li>» Seeks input to gauge others' understanding of the message.</li><li>» Asks questions to deepen and/or clarify one's understanding when listening to others.</li></ul>
 <b>Collaboration</b> <ul style="list-style-type: none"><li>» Completes tasks as they have been assigned or agreed upon by the group.</li><li>» Helps team members complete tasks, as needed.</li><li>» Encourages the ideas, opinions, and contributions of others, leveraging individual strengths.</li><li>» Provides feedback in a manner that is sensitive to others' situation/feelings.</li><li>» Clarifies areas of disagreement/conflict that need to be addressed to achieve a common goal.</li><li>» Seeks to obtain resolution of disagreements/conflicts to achieve a common goal.</li></ul>	 <b>Problem Solving</b> <ul style="list-style-type: none"><li>» Defines problems by considering all potential parts and related causes.</li><li>» Gathers and organizes relevant information about a problem from multiple sources.</li><li>» Generates potential solutions to a problem, seeking and leveraging diverse perspectives.</li><li>» Identifies alternative ideas/processes that are more effective than the ones previously used/suggested.</li><li>» Evaluates the advantages and disadvantages associated with each potential solution identified for a problem.</li><li>» Selects and implements best solution based on evaluation of advantages and disadvantages of each potential solution.</li></ul>

## Skills and Strengths (Continued)

### How Should I Utilize These Skill Items with an Intern?

These Building Blocks are integrated into the Step Up Intern Growth Contract we encourage you to use, and 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 those skills.

#### Example:

"next week we are going to work on collaboration, so let's both pay 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."



Personal Mindset

Planning for Success

Social Awareness

Communication

Collaboration

Problem Solving

## Strategies for Building Your Intern's Skills

Focusing on skills, including the MHA Labs' Building Block 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 MHA Labs' Building Block 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:

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Plan:

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Skills Goal 2:

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Plan:

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Skills Goal 3:

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Plan:

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### 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.

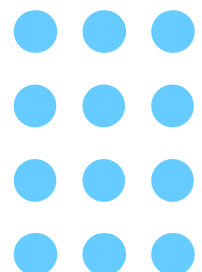
### Explore Skills Required for Future Career Possibilities

- 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.



**1,373** interns

received a job and worked in 2021





## 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](http://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 Building Blocks 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 44 in the Appendix for the Mid and End of Summer Evaluation Form.

# Appendix

## 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: 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.

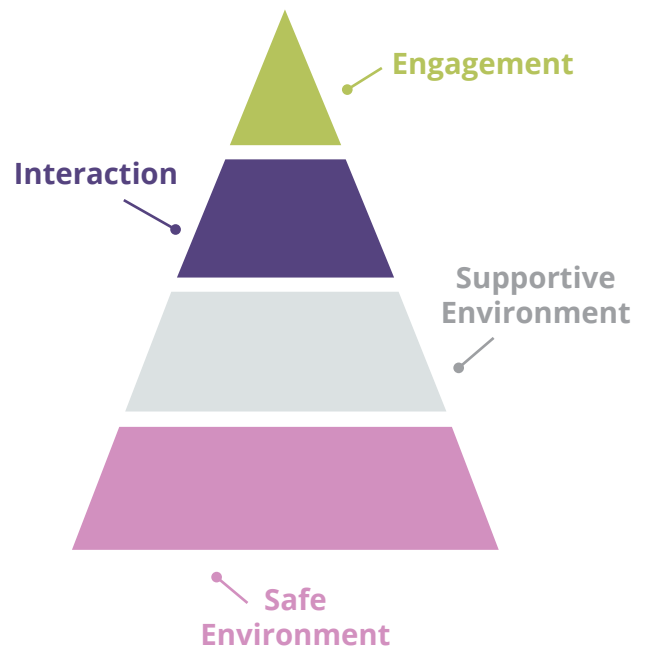
**Emergency Preparedness:** Interns know the plan in case of an emergency.

**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](http://www.cypq.org)

## 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 27, 2022]

**Anticipated Internship End Date:** [Friday, August 26, 2022]

**Hourly Wage:** [\$12.75] 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

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: Intern Performance Improvement Plan



Intern Name	Date
Worksite/Agency	Supervisor

**Incident (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 situation, including specific examples:**

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

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**Was the intern given a verbal warning about this incident 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: COIN Model Feedback Framework

Use this template to plan a feedback conversation—positive or negative—with your intern to make sure it's an effective learning experience.

<b>C</b>	<b>Context</b>	At/during/with... _____ My/our expectation was/I hoped... _____
<b>O</b>	<b>Observation</b>	I noticed you/I thought you... _____ _____ _____
<b>I</b>	<b>Impact</b>	I felt/that was/what do you...? _____ _____ _____
<b>N</b>	<b>Next Steps</b>	What would you do next time? _____ Next time I would try... _____



## Appendix: Clothing Resources for Interns

### Inexpensive used clothing for sale – Dress for Success Resource Page

#### ARC Value Village

- Bloomington, 10546 France Avenue South, Bloomington 55431 – (952) 818-8708  
Open 10 a.m. – 7 p.m. \*Store hours subject to change
- New Hope, 2751 Winnetka Avenue North, New Hope 55427 – (763) 544-0006  
Open 10 a.m. – 7 p.m. \*Store hours subject to change
- Richfield, 6528 Penn Avenue South, Richfield 55423 – (612) 861-9550  
Open 10 a.m. – 6 p.m. \*Store hours subject to change

#### Old School by Steeple People

- 1901 Nicollet Avenue, Minneapolis 55404 - 612-871-8305  
Tues - Sun: 11 a.m. – 6 p.m.

#### St. Vincent de Paul

- Minneapolis, 2939 12th Avenue South, Minneapolis 55407 – (612) 722-7882  
Mon - Fri: 10 a.m. – 6 p.m. | Sat: 10 am – 4 pm
- Saint Paul, 461 West 7th Street, Saint Paul 55102 – (651) 227-1332  
Mon - Fri: 9:30 a.m. – 5 p.m. | Sat: 9:30 a.m. – 3 p.m.

#### Shop for Change (PRISM)

- 1220 Zane Avenue North, Golden Valley 54422  
Mon - Weds: 9:00 a.m. – 5:00 p.m. | Thursday: 9:00 a.m. – 7:00 p.m. | Friday: 9:00 a.m. – 5:00 p.m. | Saturday: 9:00 a.m. – 3:00 p.m.

#### Salvation Army Thrift Stores

- South Minneapolis, 3740 Nicollet Avenue, Minneapolis 55409 – (612) 822-1200  
Mon – Fri: 9 a.m. – 7 p.m. | Sat: 9 a.m. – 5 p.m.
- Main Minneapolis Store, 900 N 4th St., Minneapolis 55401 - (612) 332-5855  
Mon - Sat: 9 a.m. – 9 p.m.

#### Savers/Unique Thrift Stores

- Apple Valley, 7608 150th St W., Apple Valley, MN 55124 – (952) 432-7263  
Mon – Sat: 10 a.m. – 8 p.m. | Sun: 10 a.m. – 7 p.m.
- Columbia Heights, 4849 Central Avenue Northeast, Columbia Heights 55421 - (763) 571-1319  
Mon – Sat: 10 a.m. – 8 p.m. | Sun: 10 a.m. – 7 p.m.
- Unique New Hope, 4471 Winnetka Avenue, New Hope 55428 - (763) 535-0200  
Mon – Sat: 10 a.m. – 8 p.m. | Sun: 10 a.m. – 7 p.m.
- Unique Burnsville, 14308 Burnhaven Drive, Burnsville 55306 - (952) 898 - 0988  
Mon – Sat: 10 a.m. – 8 p.m. | Sun: 10 a.m. – 7 p.m.
- Coon Rapids, 50 Coon Rapids Blvd NW, Coon Rapids, MN 55448 - (763) 786-9398  
Mon – Sat: 10 a.m. – 8 p.m. | Sun: 10 a.m. – 7 p.m.
- Woodbury, 8401 Tamarack Road, Woodbury, MN 55125 - (651) 294-0880  
Mon – Sat: 10 a.m. – 8 p.m. | Sun: 10 a.m. – 7 p.m.

## Appendix: Clothing Resources for Interns

### FREE CLOTHING – Call in advance to confirm availability, appointments, & hours

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

- 333 S. 12 St., Minneapolis
- Monday (10:00 – 11:30 a.m. & 12:30 – 1:30 p.m.), Wednesday (10:00 a.m. – 12:00 p.m.), and Thursday (10:00 a.m. – 1:30 p.m.)
- Numbers to enter the Free Store are handed out at 8:30 a.m. and 12:15 p.m. on Monday; and 8:30 a.m. on Wednesday and Thursday. If you have an emergency, call the church office at (612) 870-4416 regarding scheduling a Tuesday appointment.

#### Cornerstone Ministry (Park Avenue Church)

- 3400 Park Avenue South, Minneapolis 55407 – (612) 825-6863  
\*Currently, Cornerstone thrift store is open without any appointment, but this may change depending on the situation.
- Tuesday (1 – 5 p.m.); Wednesday (1 – 7 p.m.); Thursday (2 – 5 p.m.)

#### From Me to You Elbethel Baptist Church

- 3953 4th Avenue S, Minneapolis 55409  
\* Dress for Success is our on-going ministry to persons returning to the workplace, entering school, or going for a job interview.
- Thurs: 4 p.m. – 5:30 p.m. & Sat: 10:00 a.m. – 12:00 p.m. (Clothing giveaway)
- (Dress for Success) by appointment – (612) 825-6469

#### Marie Sandvik Center

- 1112 E Franklin Avenue, Minneapolis 55404 – (612) 870-9617
- Tues: 7:00 p.m. worship service followed by women's clothing and meal; Thurs: 12:00 p.m. (noon) quilt and baby layette signup; Thurs: 1:00 pm worship service followed by women's and children's clothing and meal (childcare provided during service); Fri: 7:00 p.m. worship service followed by men's clothing and meal; Sun: 6:00 pm service followed by men's clothing and meal.

#### Sabathani Community Center Clothing Boutique

- 1065 Summit Avenue, Saint Paul 55105
- Now open from 1-3 p.m. on the 1st and 3rd Saturdays of each month. Properly worn masks required. Time in store and number of people will be limited.

#### Swap Shop, St. Thomas More Church, Free Clothing Distribution (basement of St Thomas More Catholic School)

- 1065 Summit Avenue, Saint Paul 55105
- Now open from 1-3 pm on the 1st and 3rd Saturdays of each month. Properly worn masks required. Time in store and number of people will be limited.

#### Oasis For Youth Drop-In Resource Center

- 2200 West Old Shakopee Road, Bloomington, MN 55431 – (952) 512-2061  
Use back door, closest to Penn Avenue (northwest corner of the building).
- Free Clothes Closet for youth ages 16-24. Resources and outreach are targeted toward youth who live, work or attend school in Bloomington, Richfield and Edina, however, no youth in need are turned away.
- Monday – Friday, 2:00 p.m. – 5:00 p.m.

**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: 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 2019. For a more complete list please visit [www.dli.mn.gov/business/employment-practices/child-labor-laws](http://www.dli.mn.gov/business/employment-practices/child-labor-laws) or visit <https://www.dli.mn.gov/sites/default/files/pdf/youthrules.pdf> 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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