

# step up

Level 2 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.**

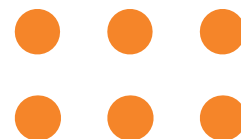
As a supervisor, you'll be opening doors and helping the youngest members of our workforce navigate the world of work. You'll be helping them build vital professional skills and gain the confidence they need to accomplish their educational and professional goals. By hosting an intern, you'll be modeling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



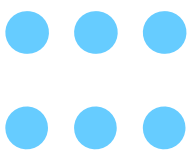


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# Section 1 - Step Up Program



## Welcome to Step Up

### What is Step Up?

Welcome to one of the country's leading youth employment programs! We are pleased that you will be playing a vital role in our critical work this summer.

Step Up prepares today's youth for tomorrow's careers by recruiting, training, and placing more than 1,400 young people (ages 14-21) in paid internships in a typical year with over 200 regional employers. Step Up leverages a collective of more than 200 partners spanning 15 industries and multiple sectors.

Step Up supports historically underrepresented youth in Minneapolis who are ready to navigate the professional world. The program helps organizations diversify their workforce and build a base of young, skilled workers for the entire region.

Step Up has provided over 30,000 internships since 2003, yielding a competitive talent pipeline, a stronger economy, and millions of dollars in wages for Step Up interns.

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

### Who Benefits from the Program?



97% of supervisors said the program was a success at their workplace last summer

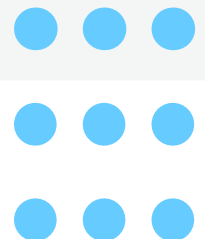


95% of participants last summer said their internship was a valuable learning experience



### Who is Involved?

- City of Minneapolis Mayor Jacob Frey
- R.T. Rybak, President and CEO, The Minneapolis Foundation and Step Up Co-Founder and Co-Chair
- Jonathan Weinhagen, President and CEO of the Minneapolis Regional Chamber of Commerce
- Over 200 community organizations, businesses, and government entities who are dedicated to helping young people and developing our future workforce.



## The Youth We Serve

### The Diverse Workforce of Tomorrow

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



**1,373 youth**  
participants received a paid opportunity in 2021



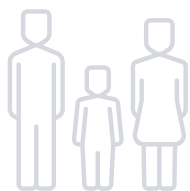
**247 youth born**  
in countries outside the US

**91%**

youth  
of color

**23%**

youth with  
disabilities



**50% 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

### We Can't Leave Anyone Behind

Minneapolis–St. Paul has thrived for decades because of the exceptional level of talent in our region. Prior to COVID-19, our region was expected to face a workforce shortage. As we move beyond the critical 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.

## Step Up Level 2 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 | April - 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

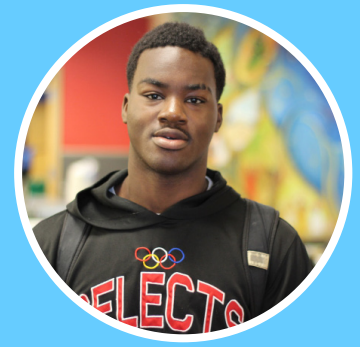
First official day of work for Step Up interns (individual interns may start earlier or later if arranged with the intern).

#### 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 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).

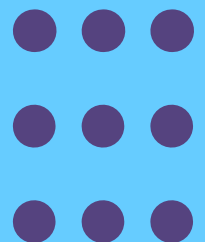


### Intern Hire Letter

After hiring an intern, please send them an official letter (including by email) acknowledging employment. A template is included in the appendix.

The letter should include:

- Job title
- Hourly wage
- Name of employer and location
- Department, direct supervisor's name, phone and email address
- Date and time of first day of work



## Work Readiness Training

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

All Step Up interns have completed 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 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 Your Intern

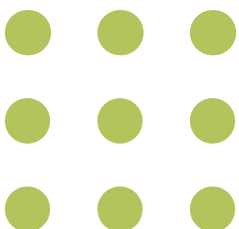
Work readiness training covers the foundational skills for success in the professional world, but it is the internship that will help them truly build those skills and apply them to the real world—the internship is part of the learning experience.

We strive to place an intern in each position whose skills match the needs of the job. 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, you will likely need to teach them 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 Level 2 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.

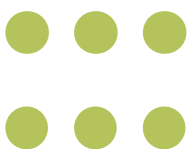
### What If It Just Isn't Working Out?

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@minneapolismn.gov](mailto:shandella.darring@minneapolismn.gov)
- Schedule time for connections with other departments to help build context for their role and the work
- Allow time for the intern to participate in Step Up sponsored enrichment activities
- Utilize Step Up support staff
- Plan an end of the summer recognition event



### 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

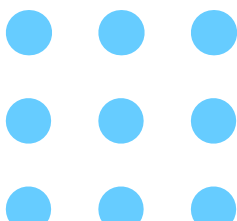
- Explain meal and break logistics, including how time is documented
- If the intern requires a space to pray, work together to find an appropriate place
- If food items are provided or shared at the workplace, discuss how this is done

#### 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 planful about the internship before your intern even arrives can set up you and your intern 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 its 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

Often our interns 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

Eden interned at Boston Scientific. She had the opportunity to provide input into her work plan, which led to her finding projects that helped her understand what interests her and what doesn't. Projects assigned by her supervisor were chosen to help her get the most out of the experience while also giving back.

Eden was encouraged to network with her colleagues and learn about their careers and their journeys. Her supervisor helped her by setting up opportunities with employees from different areas as well, which helped Eden learn about the many different aspects of the company. Eden's supervisor also worked hard to create an inclusive environment that made Eden feel welcome.

Eden stated that her supervisor treated her as someone who is valuable and knowledgeable, and that made a huge difference in her ability to acclimate to the professional world.



## 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 on 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. \_\_\_\_\_

- 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

- 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.

Giving young people choice in their workplan is an incredibly powerful tool for creating buy-in to help them have some control over what they do. Last year, interns who reported they had a significant amount of input in their workplans reported a higher level of satisfaction with their internships.



### 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.
- Provide variety in work tasks.
- 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 experience 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 your intern was used to a very structured school day prior to the pandemic. This is different than 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 grows 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 40.

Show the intern how to complete their time-sheet or punch a timecard.

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.

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 within 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.

## Intern Mentorship

### Importance of Having a Mentor for Your Intern

While employers should treat Step Up interns like real employees in many respects, we also acknowledge they need and benefit from additional guidance about succeeding in the working world and achieving their career aspirations.

### Step Up internships are about both work and learning.

For this reason, we strongly recommend identifying someone to serve as a mentor to your intern throughout the summer. The mentor should provide opportunities for the intern to reflect on their work and the work environment, conversations with their colleagues, and feedback from their supervisors. The mentor is an ally who is there to support the intern.

### Identifying a Mentor

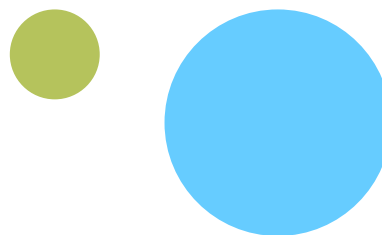
The supervisor should identify who will serve as your intern’s mentor before the internship starts and ensure your intern is receiving proper mentorship throughout the summer.

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.

### Tips for a Successful Mentoring Relationship

<p><b>1. Build Trust</b> As the “foundational principle that holds all relationships” according to Stephen Covey, focus on establishing trust with your intern to facilitate effective communication.</p>	<p><b>2. LISTEN!</b> 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 23 for more on listening</p>	<p><b>3. Explore from Their Perspective</b> Reflect back on your experience in your first job. Think about your concept of career goals in high school.</p>
<p><b>4. Encourage Reflection</b> As you explore topics with your intern, ask good questions. Reflect back what you hear to your intern. Provide context and encourage a future-oriented lens.</p>	<p><b>5. Withhold Judgment</b> Rather than jumping to conclusions and making judgments, turn your judgments into questions. See the Stances of Inquiry on page 23 for more specifics.</p>	<p><b>6. No Assumptions</b> Similarly, avoid making assumptions about what your intern is facing. Instead, adopt a mindset of curiosity. See the Stances of Inquiry on page 23 for more specifics.</p>

Continued on next page



### 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.

## Talking about Your Education and Work History

As a mentor, you can help your intern shape their professional path by sharing about your education and work history.

### 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?
- 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?



### 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.”

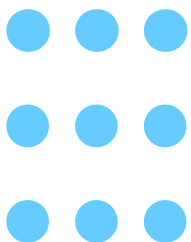
Explain that everyone has to start somewhere in the professional world.

Step Up internships are about both work and learning.





## 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.



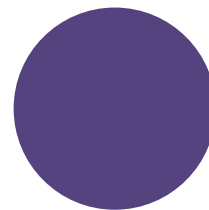
#### Emotional

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
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.	Teens begin developing the ability to integrate memory and experience into their decision making. Developing the ability for abstract thinking.
The young person's brain is learning to use its new neural networks.	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.
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.	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.
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.	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.
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.	Acceptance/respect from peers often takes precedence over pleasing adults to earn their respect or acceptance.
Developing personal sense of identity and value system and learning about how the two are related.	Open to trying new things, discussing ideas and concepts, pushing accepted norms. Can result in drastic changes in social choices, attitudes and beliefs.
Increasing sense of independence from family/caregivers combined with taking on more responsibilities begins the creation of self-reliance and self-efficacy.	Excited to give something to their community, renegotiating their relationship with caregivers/adults, ready to take on new challenges, and prove they are capable.
Bodies are maturing, often rapidly changing.	Adjusting to a new physical sense of self, discovering sexuality, and learning to manage the often dramatic shift.
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.	Have a harder time waking up or falling asleep (even if tired). This lack of sleep can impact their ability to learn or remember new concepts, and cause irritability.

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

## Supervision

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

### Youth Development Reminders:

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

“

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:

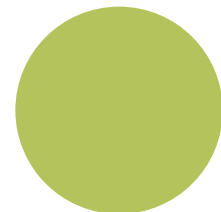
- Expectations and assessment of performance or behavior
- Delivery of feedback
- Interactions with all interns (try not to have favorites)
- Response to poor performance or behavior

### Set Professional Boundaries

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

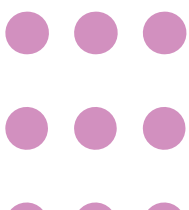
- Loan money to interns
- Engage in personal counseling of interns
- Initiate contact with interns outside the workplace without parental consent
- Undermine parental authority

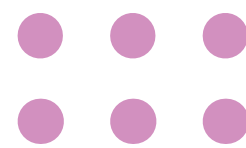
If personal issues arise, supervisors should contact their job coach for support.





## Section 4 - Intern Skill Building and Feedback





## Developing Your Intern's Skills

### Introduction to the MHA Labs 12 Hirability Skills

Step Up internships are a chance for you to highlight those assets your intern already brings to the table and improve upon those that could use some work for them to become a well-rounded employee. These internships should be about building skills. But what skills should you focus on?

MHA Labs, a partner of Step Up, has developed a "Winning at Work" framework. Based on research from thousands of employers, MHA Labs has identified a core set of 12 skills that are critical for entry-level and internship job performance.

## Focus on building these 12 skills in your intern during the summer

<p><b>Personal Mindset</b></p> <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>	<p><b>Planning for Success</b></p> <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>» <b>Accurately estimates level of effort and establishes realistic timelines.</b></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>
<p><b>Social Awareness</b></p> <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>» <b>Develops and implements strategies for navigating in different contexts (i.e., manages different patterns of behavior, rules, and norms).</b></li> </ul>	<p><b>Communication</b></p> <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>
<p><b>Collaboration</b></p> <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>» <b>Clarifies areas of disagreement/conflict that need to be addressed to achieve a common goal.</b></li> <li>» <b>Seeks to obtain resolution of disagreements/conflicts to achieve a common goal.</b></li> </ul>	<p><b>Problem Solving</b></p> <ul style="list-style-type: none"> <li>» <b>Defines problems by considering all potential parts and related causes.</b></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>» <b>Identifies alternative ideas/processes that are more effective than the ones previously used/suggested.</b></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>

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

## Strategies for Building Your Intern's Skills

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

### Set Goals for the Summer to Build Specific Skills

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



Skills Goal 1:

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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.

### Turn Growth Areas Into Strengths

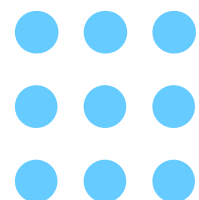
Discuss the 12 Hirability Skills and other key skills with your intern at weekly check-ins and mid-internship and end of internship evaluations. Highlight specific ways your intern can turn areas of growth into strengths and then coach your intern to successfully build those skills.

### 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 youth participants  
received a paid opportunity in 2021



## Types of Frequency of Feedback

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

### Event-Driven Feedback

### Calendar-Driven Feedback

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

### 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 about the person and assumptions about their intent and allows you as a supervisor to adopt a coaching mentality and help your intern build tools for success.

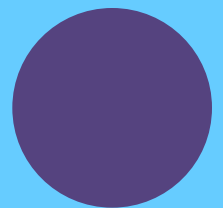


### What if My Intern is Unreceptive to Feedback or Struggles With It?

Some interns struggle with feedback initially 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.



## Tools for Having Feedback Conversations

We recognize that having feedback conversations as a supervisor can be difficult. To make these conversations easier, we've included two tools: the COIN Method and the 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 38 in the Appendix for a form that will walk you through the COIN method. The form has also been shared with the interns during their work readiness training.

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.

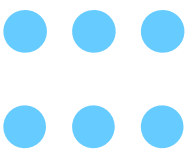


Teenagers sleep cycles are actually different than adults. As a result, they are often tired at work making them more irritable and less open to hearing criticism. Be kind.





## 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:

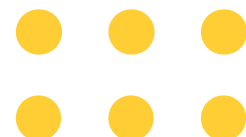
- ✓ An ongoing process of learning about other cultures
- ✓ Being aware of the many aspects of culture
- ✓ About having the courage to make mistakes and wisdom to learn from them
- ✓ Multi-faceted: learning about another culture and about yourself
- ✓ A journey

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

## Descriptions of the IDC Primary Orientations

Core Characteristics	What Person May Think/Organization Implications	Developmental Task
Denial: Little recognition of more complex cultural differences		
<ul style="list-style-type: none"> <li>Disinterest in and/or avoidance of cultural difference</li> <li>Assumes commonalities with less focus on differences</li> </ul>	<ul style="list-style-type: none"> <li>Generally unaware about cultural issues</li> <li>May feel uncomfortable or fearful in culturally different settings</li> <li>Susceptible to being blindsided by cultural issues</li> </ul>	Exposure to non-threatening, cultural differences (heroes, holidays, food, clothing, and music)
Polarization Defense: Uncritical toward own cultural practices; overly critical toward other cultural practices Polarization Reversal: Overly critical toward own cultural practices; uncritical toward other group cultural practices		
<ul style="list-style-type: none"> <li>Overemphasizes differences toward other cultures and under emphasizes commonalities</li> <li>Cultural difference seen as an obstacle</li> </ul>	<ul style="list-style-type: none"> <li>Neutral statements of cultural difference rare</li> <li>Defense: Intentional avoidance of the culturally different. Reversal: Intentional avoidance of own culture group</li> <li>Sense of superiority may lead to overconfidence or arrogance</li> </ul>	Discovering and building commonalities; developing a more balanced evaluation of one's own culture and privilege and a more complex/critical understanding of other cultures
Minimization: Highlights cultural commonality that can mask deeper recognition of cultural differences		
<ul style="list-style-type: none"> <li>Overemphasizes commonalities and under emphasizes differences</li> <li>Views tolerance as sufficient</li> </ul>	<ul style="list-style-type: none"> <li>Tend to impose norms of the dominant culture</li> <li>Actively supports universalistic values and practices without understanding different meanings across cultures</li> <li>Overemphasis on corporate culture creates strong pressure to conform</li> </ul>	Build deeper cultural self-awareness and identify areas where projecting one's world view impacts expectations, processes, and policies
Acceptance: Recognizes cultural commonality & difference in own & other cultures		
<ul style="list-style-type: none"> <li>Curious and interested in cultural differences</li> <li>Acknowledges relevance of cultural context but unclear how to appropriately adapt to cultural difference</li> </ul>	<ul style="list-style-type: none"> <li>Has a cultural understanding about one's own perceptions &amp; behavior and perceptions and behavior of other groups</li> <li>Able to talk the talk but not walk the walk</li> </ul>	Build capacity to make moral/ethical judgments where cultural differences need to be bridged
Adaptation: Able to shift cultural perspective & adapt behavior to cultural context		
<ul style="list-style-type: none"> <li>Individuals define their role as demanding intercultural competence (the ability to adapt)</li> <li>Increased ability to effectively bridge cultural commonalities and differences</li> </ul>	<ul style="list-style-type: none"> <li>Conscious re-framing of cultural information and observations in various ways</li> <li>Actively attempts to increase repertoire of cultural behavior</li> <li>Cultural differences used as a resource for multicultural teams and the organization as whole</li> </ul>	Resilience and patience as a cultural bridge, deeper development with at least one other culture

## LEARN Model of Cultural Communication

The LEARN Model of Cultural Communication can be helpful when you encounter cultural differences. Let's apply it to a scenario that could arise in the work environment.



- 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

### Scenario:

Your intern, who is 17, 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 they are texting 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.

# Appendix

## 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: [\$15.00] per hour

Anticipated Hours Per Week: [20 - 40]

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: Work Plan Template

### stepup INTERN WORK PLAN

**Intern:**

**Supervisor:**

*See page 11 of the Step Up Level 2 Supervisor Handbook for tips on developing the Work Plan for your intern.*

**Job Performance Goals**

Job Function 1: \_\_\_\_\_

*(e.g. "Develop online training module for new electronic timesheets")*

Job Duty	Date to be Completed By	Who I Will Work With/Resources	Key Skills Learned
<i>Describe each duty related to the job function (e.g. "Create module outline; Design 10 slides and script; Record voiceover")</i>			

Job Function 2: \_\_\_\_\_

Job Duty	Date to be Completed By	Who I Will Work With/Resources	Key Skills Learned

Job Function 3: \_\_\_\_\_

Job Duty	Date to be Completed By	Who I Will Work With/Resources	Key Skills Learned

**Professional Development Opportunities**

*Use this space to plan special events, informational interviews, and other professional development opportunities. See page 12 in the Step Up Supervisor Handbook for more information on planning these opportunities.*

Professional Development Opportunity	Date Scheduled



## Appendix: Weekly Check-In Template

### stepUP WEEKLY CHECK-IN TEMPLATE

<b>DATE:</b>		<b>TIME:</b>		<b>PARTICIPANTS:</b>	
<b>PREVIOUS MEETING:</b>				<b>NEXT MEETING:</b>	
<b>WEEKLY OBJECTIVES:</b>	<ul style="list-style-type: none"> <li>• Complete first stage of Major Summer Project 1</li> <li>• Focus on looking for additional tasks when own work is done</li> <li>• Assist with preparing for department special event</li> </ul>				
PREVIOUS ACTION ITEMS		PERSON(S) RESPONSIBLE	DUE BY	UPDATE/NOTES	
Complete online onboarding modules		Michael	6/30	Complete.	
Arrange informational interview with John		Mary	6/28	Emailed John and waiting for response.	
Create draft of spreadsheet to track employer outcomes by undergrad and MBA alma mater		Michael	7/6	Identified data sources and will create spreadsheet template this week.	
AGENDA ITEM		UPDATES/NOTES			
<b>Review Previously Assigned Action Items</b>		[Discuss progress on the Previous Action Items above and adjust strategies and deadlines as needed.]			
<b>Review Tasks Where Most Time Was Spent Last Week</b>		Completing onboarding tasks. Getting familiar with the office and meeting people in our department. Starting on Major Summer Project 1.			
<b>Work Plan Item 1</b>		[This portion of the agenda is flexible and should be driven by the intern's work plan. Use this time to review progress and performance on work items completed to date and discuss how to tackle upcoming items on the work plan. This is a terrific opportunity to offer "real time" feedback to the intern, and if work plan goals are measurable, assess the outcomes against those goals. Make notes in this section about what you discussed so that you and the intern can revisit it later if necessary. As you identify action items, add them to the Assigned Next Steps section below.]			
<b>Work Plan Item 2</b>					
<b>Work Plan Item 3</b>					
<b>Skills Development</b>		<p><b>Skills Learned or Demonstrated Proficiently Last Week:</b> [This is an opportunity to discuss the 12 Hirability Skills from MHA Labs. Highlight skills your intern is doing well and review ways to improve skills that need work. You're also encouraged to add skills relevant to your field to the discussion.]</p> <p><b>Skills to Focus on This Week:</b> <i>Staying calm, clearheaded and unflappable under stress. Creating formulas in Excel.</i></p>			
<b>Professional Development Opportunities</b>		[Have a conversation about any professional development opportunities pursued in the last week and the learning from them. Ask the intern about what opportunities they want to pursue next.]			
<b>How Can I Help?</b>		[Tip: If your intern often answers "I don't know," ask two more specific questions: (1) What's one thing I did in the last week that supported you in your work? (2) What's one thing I did in the last week that got in the way of your work?]			
<b>Next Steps Review</b>		[Review the Assigned Next Steps below that you identified during the check-in.]			
ASSIGNED NEXT STEPS		PERSON(S) RESPONSIBLE	DUE BY	UPDATE/NOTES	
Create draft of spreadsheet to track employer outcomes by undergrad and MBA alma mater		Michael	7/6		
Follow up with John if he doesn't respond about informational interview		Mary	7/2		
Meet with Janet about planning department special event		Michael	7/1		

PARKING LOT ITEM	DESCRIPTION	TAKE UP WHEN:
	[Use this section for items that come up during the check-in but should be revisited at a later date.]	
Clinic Job Shadowing	Arrange a time for Michael to spend a day job shadowing in one of our clinics	Mid-July

## Appendix: Mid–and End of Internship Evaluation Templates

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

### stepup MID-INTERNSHIP EVALUATION

**Intern Name:** \_\_\_\_\_ **Supervisor Name:** \_\_\_\_\_

#### 1. Job Performance Goals

Job Function 1: \_\_\_\_\_

Job Duty	Date to be Completed By	Assessment of Progress and Results	Plan for Completion by End of Internship
		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.")	If this task has not been completed, outline the plan for completing it before the end of the internship and any adjustments to the original goal (e.g. "Mary will work with IT to get recording software loaded on Michael's computer by August 10.")

Job Function 2: \_\_\_\_\_

Job Duty	Date to be Completed By	Assessment of Progress and Results	Plan for Completion by End of Internship

Job Function 3: \_\_\_\_\_

Job Duty	Date to be Completed By	Assessment of Progress and Results	Plan for Completion by End of Internship

#### 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	Strength	Example: "Michael has been an extremely positive influence in our workplace culture. Shows great enthusiasm for the tasks assigned. People in the office have commented on how much they enjoy his positive energy."
Takes responsibility for his or her actions and does not blame others		
Stays calm, clearheaded, and unflappable under stress		
Graciously accepts criticism	Growth	Example: "Discussed Michael shifting his mindset from viewing constructive feedback as personal attacks and instead as opportunities to identify skills he can improve to become more successful in this field."
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
Example: Microsoft PowerPoint		

#### 3. Professional Development

Professional Development Opportunity	Date Occurred	Skills Learned

#### 4. Supervisor/Intern Discussion

1. How have I as a manager supported you in your work?
2. What can I as a manager do to support you better in your work during the remainder of the summer?
3. Describe your experience to date in the workplace. Is there anything I can do to make it a more comfortable environment?



## END OF INTERNSHIP EVALUATION

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
		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.")	Outline the skills learned by this task (e.g. "Designing PowerPoint slides; Audio recording software; Communicating with supervisor about priority of work tasks.")

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	Strength	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!"
Takes responsibility for his or her actions and does not blame others		
Stays calm, clearheaded, and unflappable under stress		
Graciously accepts criticism	Growth	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."
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
Example: Microsoft PowerPoint		

### 3. Professional Development

Professional Development Opportunity	Date Occurred	Skills Learned

### 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: 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>Context</b>	At/during/with... _____ My/our expectation was/I hoped... _____
	<b>Observation</b>	I noticed you/I thought you... _____ _____ _____
	<b>Impact</b>	I felt/that was/what do you...? _____ _____ _____
	<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: 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.

## Appendix: Child Labor Laws



### **Federal**

Prohibited Occupations: (Under Age 18)

- occupations of operating, assisting to operate, maintaining or cleaning (including parts) meat slicers, meat patty forming machines, and meat and bone cutting saws
- occupations of operating, assisting to operate, maintaining or cleaning dough and batter mixers, dough sheeters and dough rollers
- occupations of operating, assisting to operate, loading, unloading, maintaining or cleaning most paper products machines including paper balers, die cutting presses and laminators

### **Minnesota**

Prohibited Occupations: (Under Age 18)

- any work performed on construction sites
- oxyacetylene or oxyhydrogen welding
- work more than 12 feet above the ground or floor-level using ladders, scaffolding and like equipment
- serve, dispense or handle liquors consumed on the premises
- work in rooms where liquor is served or consumed with the following exceptions: 17-year olds may perform bussing or dish washing in restaurants and 16-year olds may provide musical entertainment in restaurants

### **Both Federal and Minnesota**

Prohibited Occupations: (Under Age 18)

- most motor vehicle driving on any public road or highway
- most occupations in logging and saw milling
- all occupations connected with machines that cut, shape, form, join, nail, press, fasten or assemble wood or veneer
- occupations of operating, assisting to operate or maintaining most power-driven metal forming, punching and shearing machines
- occupations of operating, assisting to operate or maintaining power-driven fixed or portable circular saws, bandsaws and guillotine shears
- operating or assisting in the operation of all hoisting apparatus including forklifts, non-automatic or freight elevators or man-lifts



## Minnesota

### Prohibited Hours and Times of Work (Ages 16 and 17)

- not after 11 p.m. on evenings before school days
- not before 5 a.m. on school days

Note: With written permission from a parent or guardian these hours may be expanded to 11:30 p.m. and 4:30 a.m.

## Both Federal and Minnesota

Proof of age is required for anyone under age 18 by having on record either:

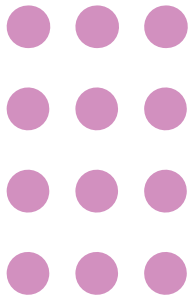
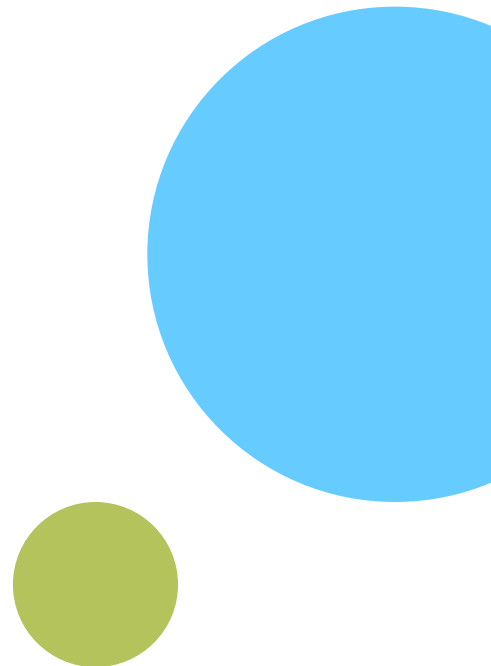
- a copy of birth certificate,
- a copy of driver's license, or
- an age certificate issued by school

## Common Exceptions to Child Labor Laws

- minors employed in a business solely owned by their parent(s) (state) if doing work that is not a prohibited occupation for those under age 18 (federal)
- delivery of newspapers to consumers (a minimum age of 11 years old is set by the state)
- most work for persons in their private homes, such as babysitting and yard work

## Minimum Age for Employment

- 14 years old



A photograph of two young men in a classroom or office setting. The man in the foreground, with short blonde hair, is wearing a light blue sweater and is pointing towards a computer monitor. The man behind him is wearing a dark jacket and is looking at the same monitor. The monitor displays a graphic with the text 'THE DRIVE'. The background shows a hallway with white curtains. The image has a blue tint and features several decorative elements: a yellow circle in the top right, a larger cyan circle below it, and a 4x3 grid of yellow circles in the bottom right corner.

A place where youth  
**KICK START**  
their careers



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