

step up

Level 2 Supervisor Handbook

Supervising and Mentoring An Intern



Dear Step Up Supervisor,

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

You've got some exciting months ahead of you! As we all adapt our plans in response to the COVID-19 pandemic, we deeply appreciate your commitment, collaboration and flexibility. While our summer 2020 program will look different than a normal year, we are excited to still be able to offer Minneapolis young people the opportunity to develop their employment skills and earn money this summer. These young people are members of the most valuable generation we've ever raised in Minneapolis. They speak over 32 unique languages, cross cultural barriers every day, and are the future of our workforce and our prosperity. Before we know it, they will be running our companies, civic organizations and nonprofits!

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



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

Jacob Frey
Mayor
City of Minneapolis

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

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

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

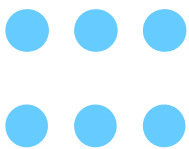


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Section 1 - Step Up Program



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 typically 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 28,000 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

62,250 estimated shortage of workers by 2020*

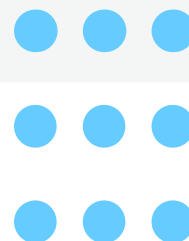
in the Minneapolis-St. Paul region. Step Up is a long-term investment in our community, our economy, and our youth.

*This number was the estimate prior to COVID-19.



Who is Involved?

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



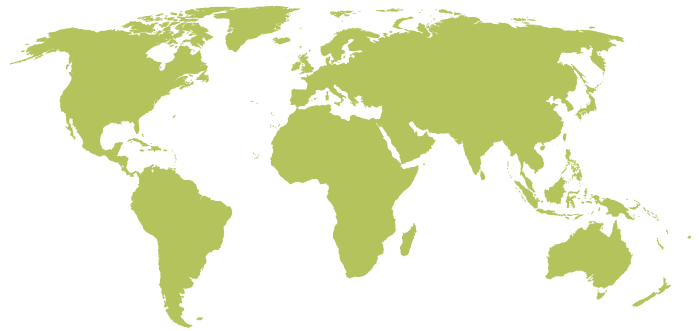
The Youth We Serve

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.



1,338 interns
received a job and worked
in 2019



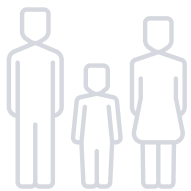
275 students born
in countries outside the US

86%

students
of color

18%

students with
disabilities



51% of participants
in the Step Up Program were from
immigrant families in 2019



On average,
Step Up trains
nearly 3,000
youth each year



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.

94% of  participants

completed an internship in
2019



88% of interns
qualified for free or reduced
lunch in 2019



Step Up has
provided over
28,000 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 of nearly 62,250 workers in 2020. Since the pandemic, the landscape of work has dramatically changed leaving many unknowns for our communities, especially for our young people. Step Up provides an opportunity to invest in the next generation who will power our region for decades to come.

Step Up Level 2 Program Timeline

Intern Preparation

Intern Recruitment | December - 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 - June

Typically Step Up participants receive 9 hours of Work Readiness Training followed by a mock interview with a local business professional. This year, we were able to provide 9 hours of Work Readiness Training through a blend of in-person, online training, or both. We were not able to host mock interviews due to COVID-19.

Intern Placement | May-June

Step Up matches participants in positions based on the alignment of their interests, skills and experience with the position's requirements. Employers receive one resume for each position they submit and then contact the candidate for an interview.

If you determine the candidate is ill-suited for the position, Step Up will quickly connect you with another candidate to interview.

Key Summer Dates—Mark Your Calendar!

○ Official Internship Start Date | June 29

First official day of work for Step Up interns (individual interns may start earlier or later if arranged with the intern). Intern positions that are subsidized by the City of Minneapolis start July 6.

○ Professional Development Online Training | Starting July 20

Level 2 interns who are eligible to earn our Seminar Credit, will be required to complete an online professional development training that will be accessible starting July 20. All eligible interns will be invited to this online opportunity. You will be informed when this happens and can build it into your interns work plan if you so choose but are not required to track participation.

○ U.S. Bank Financial Education Day | Week of July 9

Half-day program for interns to learn about wise banking, careful budgeting, and responsible use of credit from banking and finance experts.

○ University of Minnesota Golden Gopher Day | Week of July 31

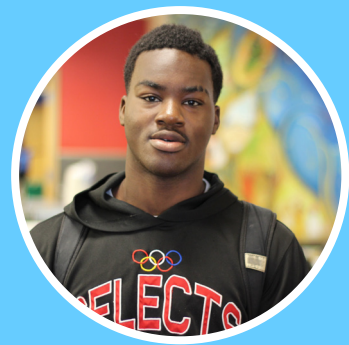
Full-day program for interns to learn about the college application process and financial aid options. Includes a campus tour and a panel of college students.

○ Step Up End of Summer Celebration | August 14

An in person celebration has been cancelled this year due to the pandemic, but Step Up is planning something special for interns. More info to come!"

○ Official Internship End Date | August 14

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

Training Components

All Step Up Level 2 interns have completed nine hours of work readiness training in two parts. These classroom training sessions blend lecture, class discussion, writing activities, peer feedback, and small group activities. Due to the timing of COVID-19, some interns have trained in person, online, or a blend of both.

Work readiness training focuses on the following skills:

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

Integration of MHA Labs Hirability Skills

The MHA Labs 12 Hirability Skills are a set of skills proven to drive employer satisfaction and form the basis for much of our work with students and employers.

At the end of the summer, supervisors will assess their interns on the 12 Hirability Skills, and interns will complete a self-evaluation to measure the impact the program has on these key skills. To learn more about the 12 Hirability Skills, see page 19.



What to Expect From Your Intern

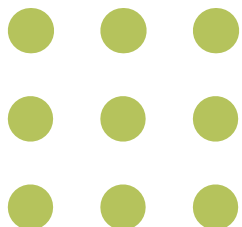
Work readiness training covers the foundational skills for success in the professional world, but it is the internship that will help them truly build those skills and apply them to the real world—the internship is part of the learning experience.

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 one of our Job Coaches. The name and contact information for your Job Coach will be sent to you via email prior to the first day of work. Additionally, our Step Up staff are always here to help.

Type of Help Job Coaches Can Provide

On-going Support

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



Acute Issues

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



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.

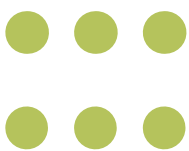
What If It Just Isn't Working Out?

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 - High-Quality Internship Experience



Creating a Great Summer Experience

With over 28,000 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

Do not finalize the work plan until you have a chance to get input from your workplan.

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

Ideas for Professional Development Opportunities

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

Summer Opportunities Provided by Step Up

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

Professional Development Online Learning

All Level 2 Interns who are eligible to earn Step Up's Seminar Credit will be invited to an online professional development training starting at the end of July. You will not be responsible for tracking their attendance for this.

Accenture Online Learning Exchange

All Level 2 interns have access to the Accenture Online Learning Exchange where they can complete online courses in computer programs, like the Microsoft Office Suite, and other important job skills.



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 39.
- 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. Think creatively how to do this if your intern is working remotely. Give a tour of your home workspace and share tips and tricks that work for you.
- Explain meal and break logistics, including how this time is documented and what people do for lunch. We encourage interns to bring a lunch.
- Orient the intern on any workplace safety protocols.
- If the intern requires a space to pray, work together to find an appropriate place.



Provide Guidance on How to Effectively Work Remotely

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

- Schedule regular phone or video calls to check in.
- Establish a general schedule to accommodate the work expected.
- Help map out how long each project should take and how to break that up 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.

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

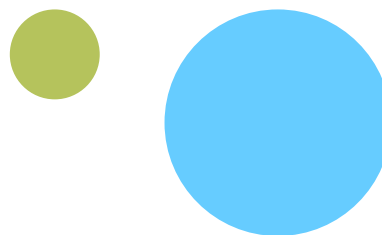
The supervisor should identify who will serve as your intern’s mentor before the internship starts and ensure your intern is receiving proper mentorship throughout the summer.

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>1. Build Trust As the “foundational principle that holds all relationships” according to Stephen Covey, focus on establishing trust with your intern to facilitate effective communication.</p>	<p>2. LISTEN! Practice active listening. Strive to understand your intern’s point of view and reflect it back to them. See the Stances of Inquiry on page 23 for more on listening</p>	<p>3. Explore from Their Perspective Reflect back on your experience in your first job. Think about your concept of career goals in high school.</p>
<p>4. Encourage Reflection As you explore topics with your intern, ask good questions. Reflect back what you hear to your intern. Provide context and encourage a future-oriented lens.</p>	<p>5. Withhold Judgment Rather than jumping to conclusions and making judgments, turn your judgments into questions. See the Stances of Inquiry on page 23 for more specifics.</p>	<p>6. No Assumptions Similarly, avoid making assumptions about what your intern is facing. Instead, adopt a mindset of curiosity. See the Stances of Inquiry on page 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? apply? Did your chosen career path have a specific route?
- What types of education did you consider?
- What did you study?
- Did you volunteer or complete any internships or study abroad programs?
- Does your field of study help you in your current job? Why or why not?
- How did you balance all of this with your personal life obligations?

Share Your Work History

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

Adult Experience

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



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.

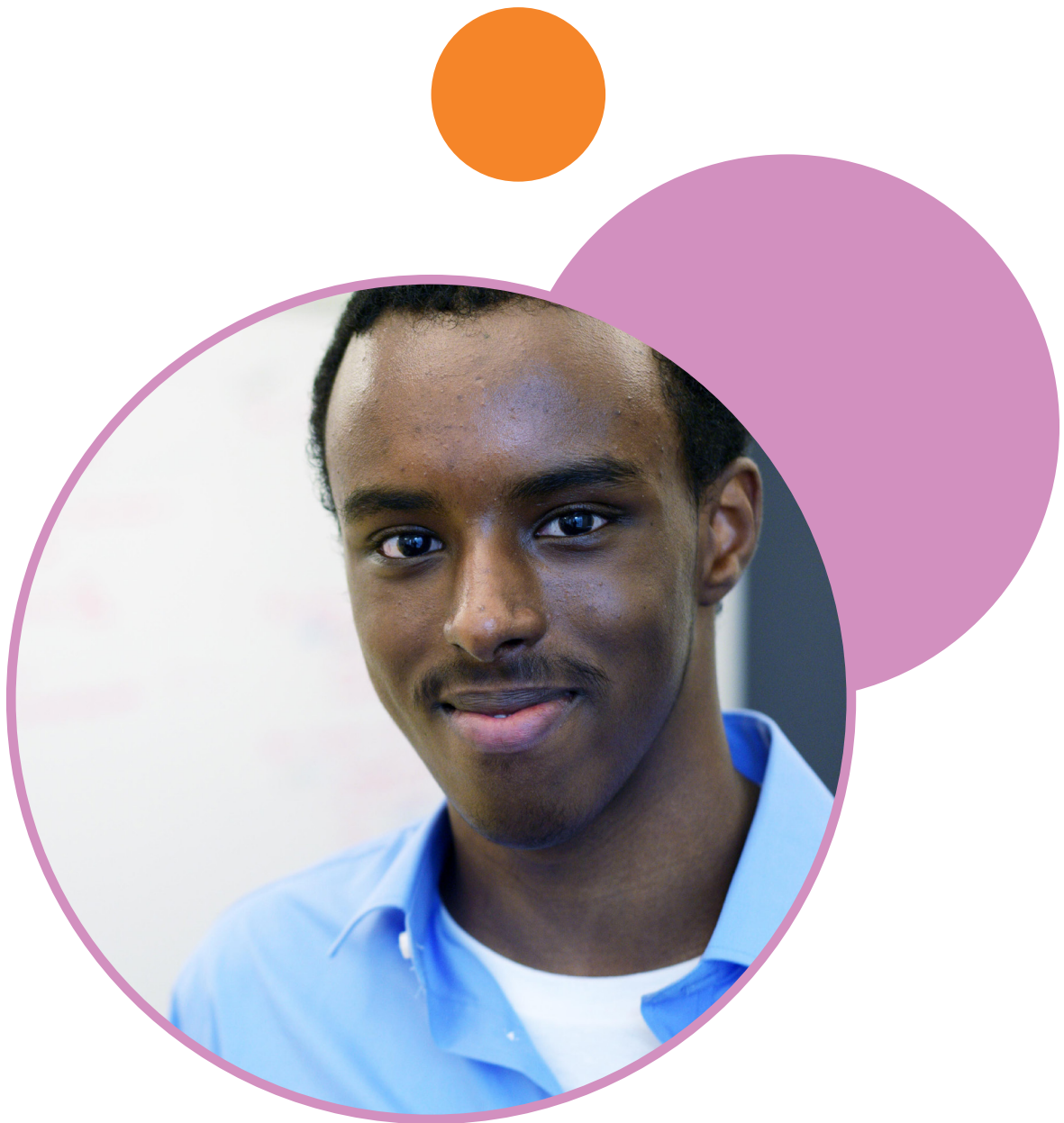
If you notice your intern not engaged in the work, provide context for the impact of their work.

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

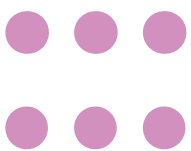
Explain that everyone has to start somewhere in the professional world.

Step Up internships are about both work and learning.





Section 3 - Intern Skill Building and Feedback



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.



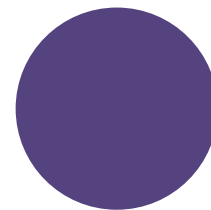
Emotional

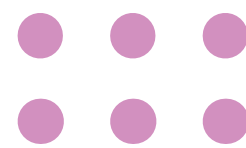
Gain greater confidence and autonomy while developing values and beliefs but look to others for confidence in their decisions.



“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.”





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?

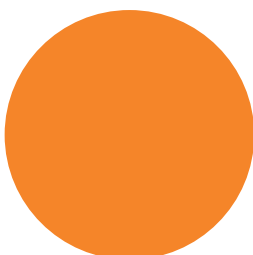
MHA Labs, a partner of Step Up, has developed a "Winning at Work" framework. Based on research from thousands of employers, MHA Labs has identified a core set of 12 skills that are critical for entry-level and internship job performance.

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



<p>Professional Attitude</p> <ul style="list-style-type: none"> ☑ Brings energy and enthusiasm to the workplace ☑ Takes responsibility for his or her actions and does not blame others ☑ Stays calm, clearheaded and unflappable under stress ☑ Graciously accepts criticism 	<p>Time Management</p> <ul style="list-style-type: none"> ☑ Manages time and does not procrastinate ☑ Gets work done on time ☑ Arrives on time and is rarely absent without cause
<p>Team Work Ethic</p> <ul style="list-style-type: none"> ☑ Actively looks for additional tasks when own work is done ☑ Actively looks for ways to help other people 	<p>Problem Solving</p> <ul style="list-style-type: none"> ☑ Unpacks problems into manageable parts ☑ Generates multiple potential solutions to problems ☑ Identifies new and more effective ways to solve problems

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 (R2=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:

Plan:

Skills Goal 2:

Plan:

Skills Goal 3:

Plan:

Track Progress on Skills Goals

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

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.

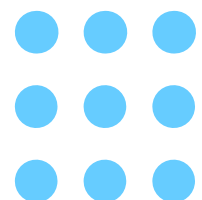
Explore Skills Required for Future Career Possibilities

- 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.



1,338 interns

received a job and worked in 2019



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.

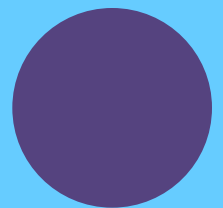


What if My Intern is Unreceptive to Feedback or Struggles With It?

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.

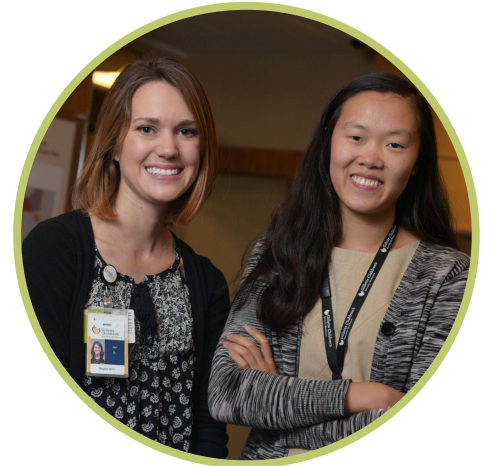
COIN Method

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.

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.

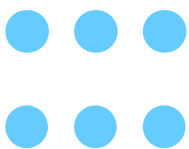
If challenges persist, contact your Job Coach for assistance or additional resources.

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.





Section 4 - Cultural Competency



Culturally Smart Relationships



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

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

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

Culturally Smart is NOT:

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

Culturally Smart IS:

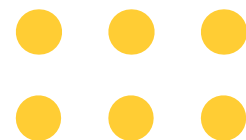
- ✓ An ongoing process of learning about other cultures
- ✓ Being aware of the many aspects of culture
- ✓ About having the courage to make mistakes and wisdom to learn from them
- ✓ Multi-faceted: learning about another culture and about yourself
- ✓ A journey

The Goals of Culturally Smart Relationships

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

Relationship-Building Guidelines:

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



Implicit Bias

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

Recognizing Implicit Bias

Definition of Implicit Bias

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

Jumping to Conclusions

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

Strategies for Addressing Implicit Bias:

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

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

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

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



Challenging Implicit Bias

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

Study and Teach Your Peers About Implicit Bias

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

We all carry biases from swimming in the waters of a 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. You are so articulate.	People who look like you are not smart.
I believe the most qualified person should get the job. Everyone can succeed in this society.	People who look like you are lazy or incompetent and need to work harder.
Telling a person to not be so loud or animated, just calm down. Dismissing an individual who brings up race/ culture in work.	Assimilate to the dominant culture. Leave your cultural baggage outside.

LEARN Model 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: Step Up Career Pipelines

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

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

Sampling of Career Pipeline Events

Financial Services Careers Day

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

Pre-Employment Training in Healthcare

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

Creative Crash Course at Fueled Collective

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

Appendix: Copy of Step Up Worksite Agreement



2020 Step Up Worksite Agreement for Companies on City Payroll

(Page 1 of 3)

This agreement is entered into between your organization, [REDACTED], (referred to as the "Worksite") and the City of Minneapolis, Minneapolis Employment and Training (MET) to provide a professional work experience for young people participating in Level 2 of the Step Up Youth Employment Program.

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

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

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

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

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

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



Step Up Worksite Agreement for Companies on City Payroll

(Page 2 of 3)

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

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

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

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

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

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

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

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

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



Step Up Worksite Agreement for Companies on City Payroll

(Page 3 of 3)

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

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

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

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

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

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

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

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

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

CONTRACT APPROVAL SIGNATURES:

WORKSITE AUTHORIZED SIGNATURE

STEP UP AUTHORIZED SIGNATURE

Signature _____
Title _____
Date _____

Signature _____
Title _____
Date _____

Appendix: Intern Hire Letter Template

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

Dear _____,

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

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

Internship Start Date: [Monday, June 29, 2020]

Anticipated Internship End Date: [Friday, August 14, 2020]

Hourly Wage: [\$13.25] per hour

Anticipated Hours Per Week: [40]

Anticipated Work Schedule: [9:00 a.m. – 5:00 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].

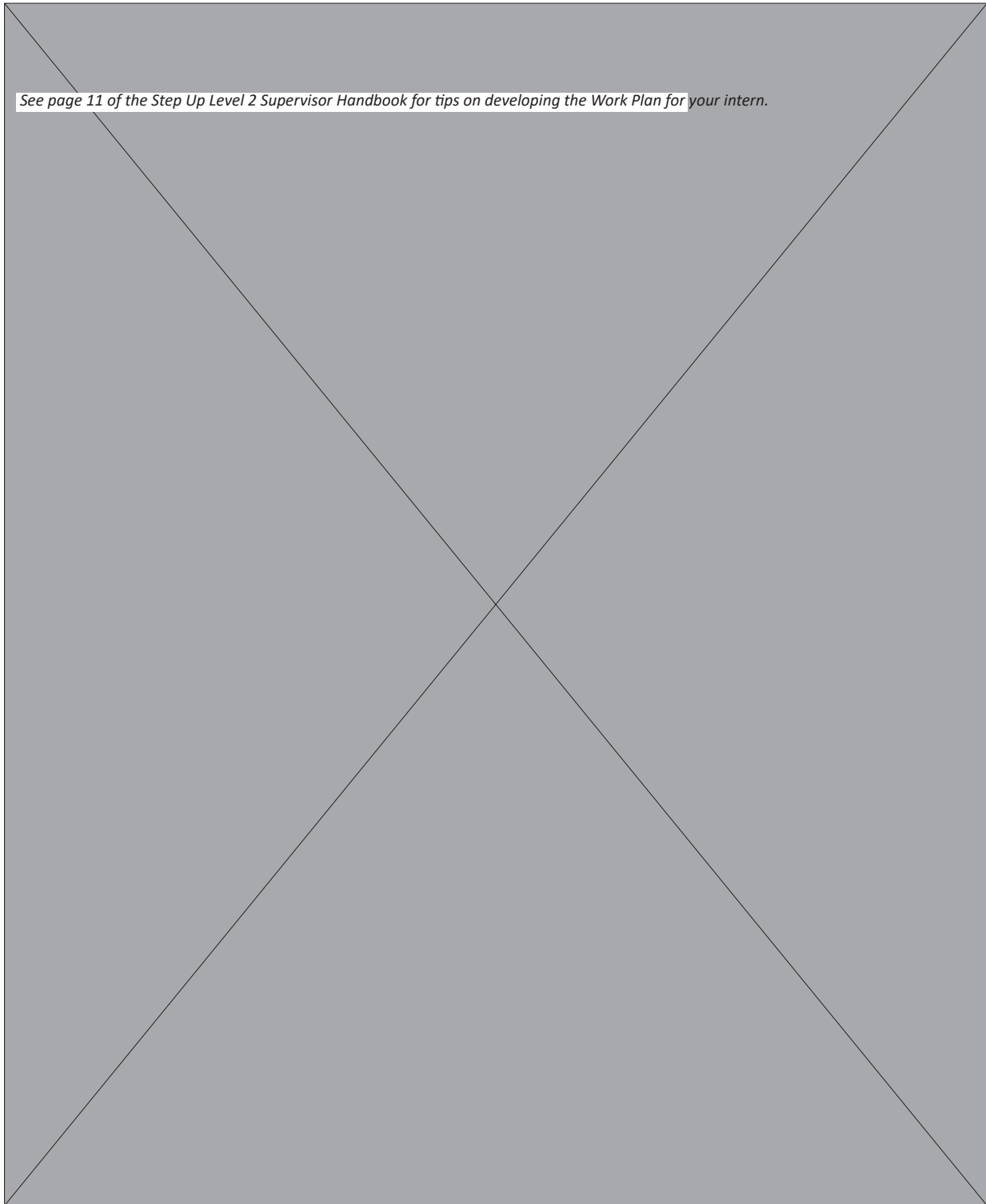
I’m looking forward to a productive summer together and can’t wait for your first day!

Sincerely,

[Name]

[Title]

Appendix: Work Plan Template



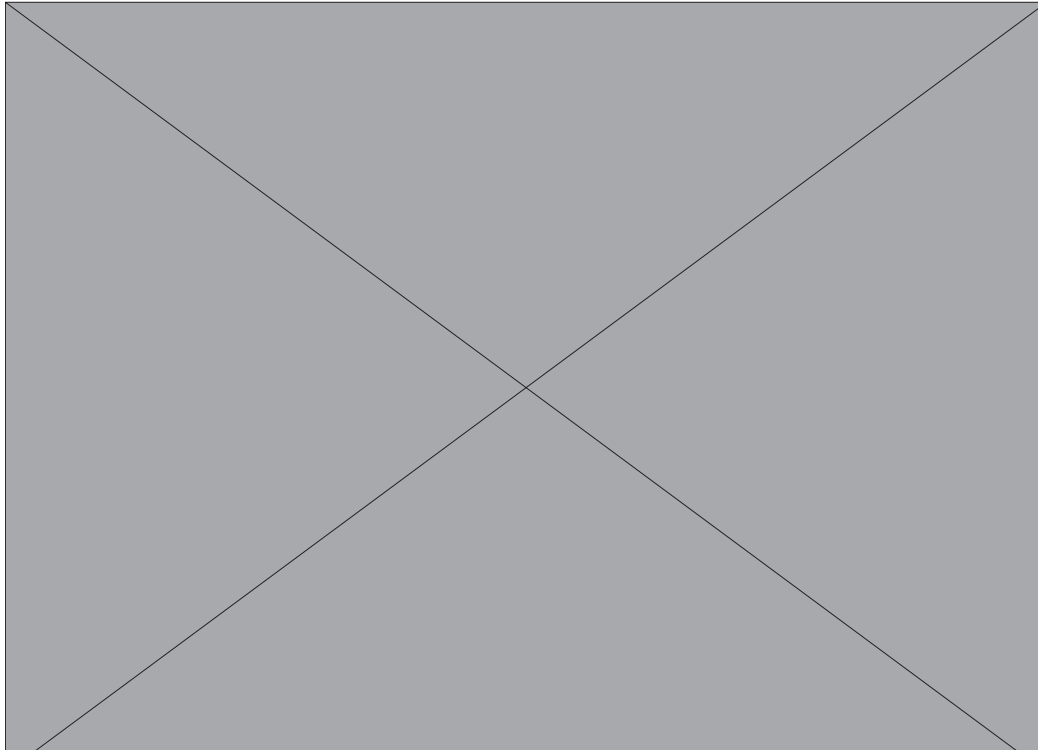
Appendix: Weekly Check-In Template

stepup WEEKLY CHECK-IN TEMPLATE

DATE:		TIME:		PARTICIPANTS:	
PREVIOUS MEETING:		NEXT MEETING:			
WEEKLY OBJECTIVES:	<ul style="list-style-type: none"> • Complete first stage of Major Summer Project 1 • Focus on looking for additional tasks when own work is done • Assist with preparing for department special event 				
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				
Review Previously Assigned Action Items	[Discuss progress on the Previous Action Items above and adjust strategies and deadlines as needed.]				
Review Tasks Where Most Time Was Spent Last Week	Completing onboarding tasks. Getting familiar with the office and meeting people in our department. Starting on Major Summer Project 1.				
Work Plan Item 1	[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.]				
Work Plan Item 2					
Work Plan Item 3					
Skills Development	<p>Skills Learned or Demonstrated Proficiently Last Week: [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>Skills to Focus on This Week: <i>Staying calm, clearheaded and unflappable under stress. Creating formulas in Excel.</i></p>				
Professional Development Opportunities	[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.]				
How Can I Help?	[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?]				
Next Steps Review	[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.



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	<i>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."</i>
Takes responsibility for his or her actions and does not blame others		
Stays calm, clearheaded, and unflappable under stress		
Graciously accepts criticism	Growth	<i>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."</i>
Time Management	Strength/Growth Area	Reflections/Examples; Plans to Improve Growth Areas
Manages time and does not procrastinate		
Gets work done on time		
Arrives on time and is rarely absent without cause		
Team Work Ethic	Strength/Growth Area	Reflections/Examples; Plans to Improve Growth Areas
Actively looks for additional tasks when own work is done		
Actively looks for ways to help other people		
Problem Solving	Strength/Growth Area	Reflections/Examples; Plans to Improve Growth Areas
Unpacks problems into manageable parts		
Generates multiple potential solutions to problems		
Identifies new and more effective ways to solve problems		
Industry/Job Specific Skills	Strength/Growth Area	Reflections/Examples; Plans to Improve Growth Areas
<i>Example: Microsoft PowerPoint</i>		

3. Professional Development

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

4. Supervisor/Intern Discussion

1. 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?

Intern Name: _____

Supervisor Name: _____

1. Job Performance Goals

Job Function 1: _____

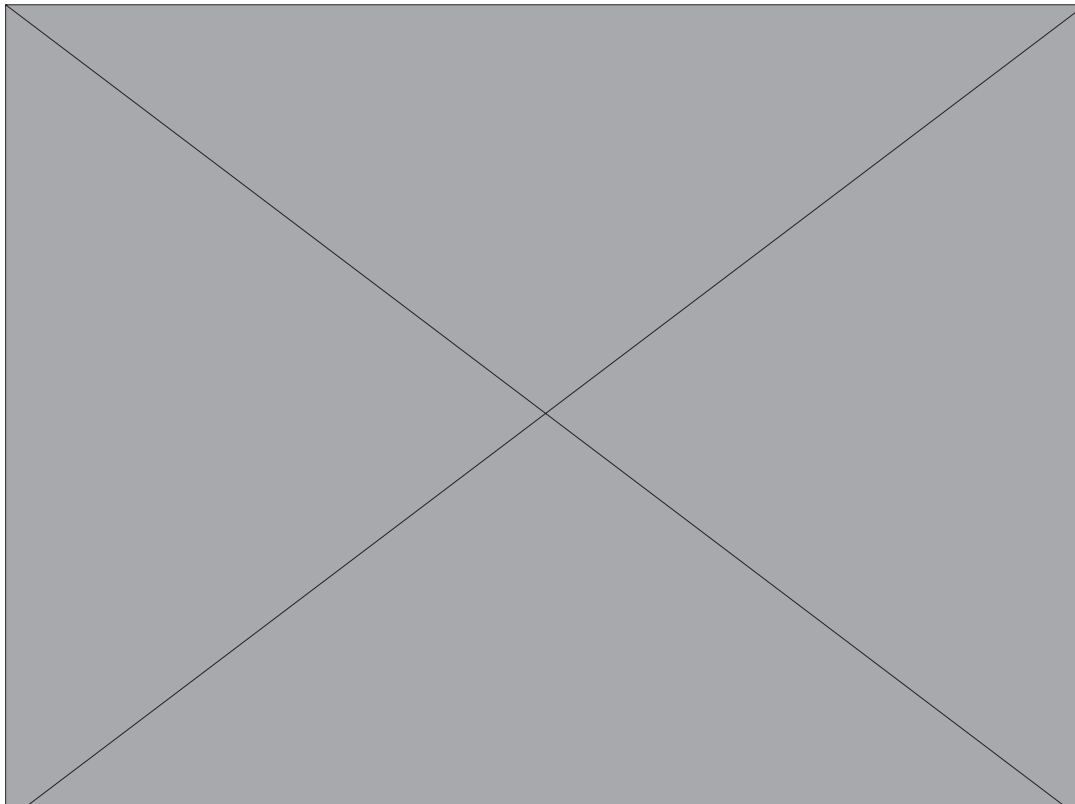
Job Duty	Date to be Completed By	Assessment of Progress and Results	Skills Learned
		Assess progress toward goals with emphasis on skills (e.g. "Slide design has progressed slower than expected because Michael has not used PowerPoint before. Will watch some online videos to learn PowerPoint basics.")	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



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.

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

Appendix: Clothing Resources for Interns

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

East Side Thrift Store: 1928 Central Ave., Minneapolis

ARC Value Village

- Richfield Store, 6528 Penn Ave. So., Richfield – (612) 861-9550
- Brooklyn Center Store, 6330 Brooklyn Blvd., Brooklyn Center – (763) 503-3534
- New Hope Store, 2751 Winnetka Ave. N., New Hope – (763) 544-0006
- Bloomington Store, 10546 France Ave. So., Bloomington – (952) 818-8708

Store hours: Monday – Friday (9:00 a.m. – 9:00 p.m.) and Saturday – Sunday (9:00 a.m. – 7:00 p.m.)

Salvation Army Thrift Stores

- South Minneapolis Store, 3740 Nicollet Ave., Minneapolis – (612) 822-1200
- Monday – Saturday (9:00 a.m. – 8:00 p.m.)

- Main Minneapolis Store, 900 N 4th St., Minneapolis, (612) 332-5855
- Monday – Saturday (9:00 a.m. – 9:00 p.m.)

- Columbia Heights Store, 3929 Central Ave., 612-782-3828
- Monday – Saturday (9:00 a.m.- 7:00 p.m.)

- Bloomington Store, 710 West 98th St., Bloomington, (952) 881-6197
- Monday – Saturday (9:00 a.m. – 9:00 p.m.)

Unique Thrift Store

- Columbia Heights, 2201 37th Ave. NE, Columbia Heights – (763) 788-5250
- New Hope, 4471 Winnetka Ave., New Hope – (763) 535-0200

Store hours: Monday – Saturday (9:00 a.m. – 7:30 p.m.) and Sunday (11:00 a.m. – 5:00 p.m.)

Savers

- South Minneapolis, 2124 East Lake Street, Minneapolis – (612) 729-9271
- Monday – Saturday (9:00 a.m. – 9:00 p.m.) and Sunday (10:00 a.m. – 7:00 p.m.)

- Columbia Heights, 4849 Central Ave. NE, Columbia Heights – (763) 571-1319
- Monday – Saturday (9:00 a.m. – 9:00 p.m.) and Sunday (10:00 a.m. – 7:00 p.m.)

- Bloomington, 8049 Morgan Circle S., Bloomington – (952) 881-7300
- Monday – Saturday (9:00 a.m. – 9:00 p.m.) and Sunday (10:00 a.m. to 6:00 p.m.)

Appendix: Clothing Resources for Interns

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

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

333 S. 12 St., Minneapolis - (612) 870-4416

- Monday (9:30 – 11:00 a.m. & 12:30 – 2:00 p.m.), Tuesday and Wednesday (10:00 a.m. – 12:00 p.m.), and Thursday (10:00 a.m. – 2:00 p.m.)
- Clothing service is located in a “triple wide” trailer at the rear of the church’s parking lot/garage (near 16th Street). Please call the church for specific directions (Clients may use the service one time per week).

Cornerstone Ministry (Park Ave. Church)

3400 Park Ave. S., Minneapolis – (612) 825-6863

Entrance on parking lot side of building - All you can fit in a bag for \$1.00

- Wednesday (4:30 – 6:00 p.m.)

Marie Sandvik Center

1112 Franklin Ave., 612-870-9617

- Sunday (5:00 – 9:00 p.m.), men’s clothing - Tuesday (5:00 – 9:00 p.m.) and Thursday (12:00 – 2:00 p.m.), women’s and children’s clothing

Oak Park Neighborhood Center

1701 Oak Park Ave. N., 612-377-7000

- Tuesday, Wednesday and Thursday (10 a.m. – 4 p.m.)

Sabathani Community Center

310 E. 38 St., Room 129, Minneapolis – (612) 821-2347 or (612) 821-2397

- Monday – Thursday (9:00 – 11:30 a.m. and 1:00 – 3:00 p.m.)
- Bring a photo ID and plan to arrive no later than 11:15 a.m. for morning hours or 2:45 p.m. for afternoon hours

St. Stephen's Free Store

2211 Clinton Ave. S., 612-874-0311

- Tuesday – Thursday (8:30 – 11:30 a.m.)

Shiloh Temple

1201 W. Broadway, 612-302-1463

- Open mornings but call first

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:

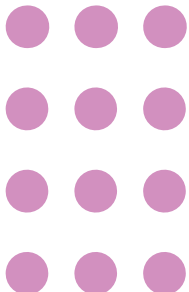
- a copy of birth certificate,
- a copy of driver's license, or
- an age certificate issued by school

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





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