



# SUPERVISOR HANDBOOK 2016

*STEP-UP is a program of the City of Minneapolis  
in partnership with AchieveMpls*

*Other major partners include*



**achievempls**





May 2016

Dear STEP-UP Achieve employer:

Congratulations on your participation in STEP-UP Achieve, one of the country's premiere youth employment programs! You've joined the prestigious ranks of approximately 400 supervisors at over 170 top Minneapolis-St. Paul companies who are employing remarkable young interns this year.

You've got some exciting weeks ahead of you! These young people are members of the most valuable generation we've ever raised in Minneapolis. They speak over 100 languages, cross cultural barriers every single 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 shaping the lives and futures of these interns. As a supervisor, you'll be opening new career doors and helping them navigate the challenging adult 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 Achieve Supervisor Handbook is designed to guide you along the way. You'll find important program timelines and FAQs, tips on orienting and supporting your interns throughout the experience, key contact information, and important documents. Our great STEP-UP Achieve staff is here to help you every step along the way.

Our heartfelt thanks for your strong commitment to our youth and the economic vitality of our great city. We are truly honored to be your partners in this life-changing work.



R.T. Rybak  
Former Mayor of Minneapolis  
Executive Director, Generation Next  
STEP-UP Founder and Co-chair



Richard Davis  
Chairman, President & CEO of U.S. Bank  
STEP-UP Co-chair

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# Welcome to STEP-UP Achieve

## What Is STEP-UP Achieve

Welcome to the premier workforce development program in the country! We are pleased that you will be playing a vital role in our critical work this summer. STEP-UP Achieve—directed by AchieveMpls and part of the City of Minneapolis STEP-UP program—will provide approximately 780 paid internships this year for Minneapolis youth (ages 16-21) with over 170 top Minneapolis-St. Paul employers, from Fortune 500 companies to small local businesses. Since 2004, STEP-UP has provided over 21,000 internships.

STEP-UP is preparing tomorrow's workforce today through work readiness training certified by the Minneapolis Regional Chamber of Commerce, meaningful paid internships, industry-recognized certifications, and focused career opportunities. The program serves youth who face some of the greatest barriers to employment, particularly youth from low income families, youth of color, and youth with disabilities. STEP-UP Achieve helps businesses identify and nurture young talent for their industries, provides youthful energy and tech savvy in the workplace, and offers opportunities for employees to gain valuable supervisory and mentoring experience.

## Who Benefits

### *Your Business*

- STEP-UP Achieve interns are diverse, highly motivated and bring energy and creativity to your workplace. Last summer, 93% of supervisors said the program was a success at their company, and the interns made a valuable contribution to their workplace.

### *Minneapolis Youth*

- A meaningful summer job provides new skills and opportunities, inspiring the pursuit of education and career goals. Last summer, 95% of participants said their internship was a valuable learning experience. Many keep in touch with their supervisors throughout college and use them as references for future jobs.

### *Our Community*

- Employing Minneapolis youth is an investment in our region's vitality and future workforce.

## Who is Involved

- Minneapolis Mayor Betsy Hodges
- Former Minneapolis Mayor R.T. Rybak, Executive Director Generation Next; STEP-UP Co-Founder and Co-Chair
- Richard Davis, Chairman, President and CEO, U.S. Bank; STEP-UP Co-Founder and Co-Chair
- John Stanoch, Interim President and CEO, Minneapolis Regional Chamber of Commerce
- Business leaders in over 170 local companies who are dedicated to helping young people and developing our future workforce.

# Key Program Information

## Recruiting STEP-UP Achieve Interns

STEP-UP Achieve recruits young people through schools and community partners in Minneapolis. To qualify, applicants must be between the ages of 16-21, live in Minneapolis, and meet income eligibility guidelines. Finally, all participants must complete a competitive application and work readiness training.

## Preparing Interns for Success in the Workplace

STEP-UP Achieve's eight-hour training program was customized with insight from local businesses and is certified by the Minneapolis Regional Chamber of Commerce. Interns are taught the crucial skills of today's workplace, including interviewing skills, workplace communication and etiquette, networking, and resume building. The end result is that students are better prepared for their summer jobs and future careers.

## Matching Interns to Your Position

STEP-UP Achieve matches participants in positions based on the alignment of their interests, skills and experience with the position's requirements. In May, employers receive one resume for each position they submit. Employers then contact the youth directly to set up an interview. If your company determines the candidate is ill-suited for the position, STEP-UP Achieve will quickly refer another candidate to you to interview.

## Supporting the Internships through STEP-UP Achieve

STEP-UP Achieve offers supervisor orientation and this handbook with helpful hints for managing youth in the workplace. STEP-UP Achieve assigns a job coach to each company and they are available to work with you and the intern to resolve any issues that arise. Job Coaches stay in contact with interns and employers, providing ongoing guidance and addressing any questions or concerns.

## Summer Program Dates

### *June*

- June 20: First day of work (STEP-UP Achieve jobs can begin anytime after this date)
- June 30: The Supervisor's Toolbox—Youth Supervisor Training Sessions. A half-day event sponsored by several local youth employment programs, including STEP-UP Achieve, open to all STEP-UP Achieve supervisors. Designed to build on the STEP-UP Achieve Supervisor Orientation, this program will focus on managing youth from different racial and economic backgrounds, mentoring and supervising high school age employees by providing real time and practical feedback, and building a sense of movement and collective power among supervisors of youth interns across the region.

### *July*

- July 6: U.S. Bank Financial Education Day
- Mid- July: Complete Mid-term Intern Performance Check-In
- July 27: University of Minnesota Golden Gopher Day

### *August*

- Final Week of Internship: Complete Final Intern Performance Evaluation
- August 18: STEP-UP Recognition Event/End of Summer Celebration at the Guthrie Theater
- August 19: Last day of work

# Hiring Process

## Prior to Placement

- Submit a **Job Pledge Form** with the number of interns your company intends to hire in Summer 2016.
- Complete one **Job Description Form** for each distinct position and submit by **April 15**.
- Review and sign the **Worksite Agreement Form** and return via fax or email.

## Internship Placement Process

- STEP-UP Achieve will review job descriptions and match interns to jobs based on their skills, interests, and experience and your needs as an employer.
- In May you will receive the resume(s) and contact information of the intern(s) we have matched with your workplace. Please contact the internship candidate(s) within 2-3 days to schedule an interview.

## Interview and Hiring Process

- We will provide contact information for the STEP-UP Achieve Job Coach who will assist your company and your intern(s) throughout the summer. If you are unable to reach your candidate, please inform the Job Coach, and we will attempt to contact them on your behalf. If the intern match is unsuccessful, we will send you the resume of another well-suited candidate to contact.
- After hiring your intern(s), please send the student(s) an official letter acknowledging employment (see template 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

## Work Readiness Training Components

All STEP-UP Achieve interns have completed eight hours of STEP-UP Achieve Work Readiness Training. These classroom training sessions blend lecture, class discussion, writing activities, peer feedback, and small group activities. The training ends with a mock interview with a volunteer from the local business community. Throughout the Work Readiness Training, the interns learn about 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

## What to Expect from Your Intern

STEP-UP Achieve Work Readiness Training covers fundamental topics and gives interns a foundation to be successful in their summer jobs.

- You can expect your intern to take direction, work hard, and show up on time
- Most interns will be familiar with Microsoft Word and Microsoft PowerPoint
- Your intern may require additional training on Microsoft Excel, Microsoft Outlook, or database applications
- Your intern will benefit from additional coaching on professional communication and etiquette to reinforce lessons learned in training

# Minneapolis Youth

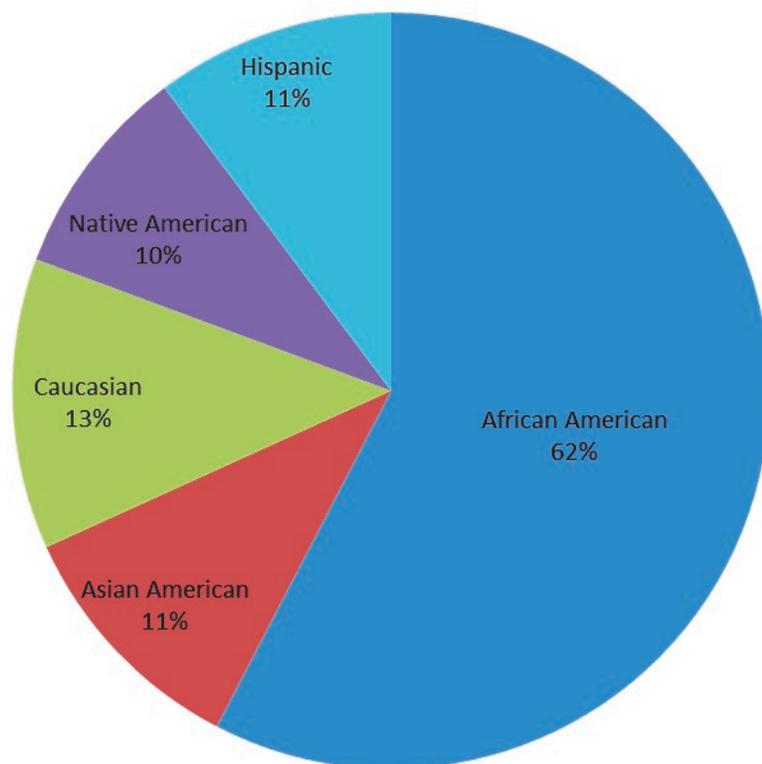
## Minneapolis Youth: The Diverse Workforce of Tomorrow

STEP-UP Achieve interns come from a variety of ethnic, cultural, and socioeconomic backgrounds. Each summer, supervisors report that the diversity of STEP-UP Achieve interns contributes greatly to the richness of the internship experience.

- 94 percent of 2015 STEP-UP Achieve interns are students of color.
- 87 percent of 2015 STEP-UP Achieve interns are eligible for free or reduced lunch based on family income.
- 47 percent of 2015 STEP-UP Achieve interns come from immigrant families.
- More than 100 different languages are spoken among the Minneapolis Public Schools student population.

The diversity of Minneapolis youth represents the changing demographics of our region. By embracing this diverse population, your business can take a step forward in anticipating this important shift in the future workforce.

**2015 STEP-UP Achieve Interns who completed work readiness training**



Note: Interns were able to select multiple racial identities.  
This chart represents the percentage of interns identifying with each race.

# Adolescent Development

Just as every adult has unique attributes, so does every adolescent. There are, however, some things we know about teenagers in general. Here's a snapshot of what you might see in your intern.

## Social

- Begin to see that they have a lot to contribute to society.
- Understand that adults don't always have the right answers.
- Make commitments to follow through with community service, personal goals, and work responsibilities.
- Desire respect; want adult leadership roles.
- Are apt to reject goals set by others.

## Emotional

- Gain greater confidence and autonomy.
- Begin to accept and enjoy their own uniqueness but still seek status and approval of peer group.
- Develop their own set of values and beliefs, but look to others for confidence in their decisions.
- Search for career possibilities and place in the world.

## Intellectual

- Begin to master abstract thinking.
- They no longer want to be told how things are; rather, they want to make their own interpretations based on what they see, feel, and experience.
- Can imagine impact of present behavior on future consequences.
- Enjoy demonstrating acquired knowledge.
- Will lose patience with meaningless activity.

## Physical

- Going through a lot of growth and change, including brain development.
- The brain pathways that will help them do things like make positive choices, have healthy relationships, regulate their emotions and reactions, and plan ahead are actually in the process of being hardwired.
- Concerned about body image.

## What Does This Mean for Me as a Supervisor?

It's good to have a sense of where your intern might be coming from. This can also help you understand more about how your relationship is developing.

1. Young people want to be listened to...but they don't typically feel they are.
2. Young people want to be supported when they make mistakes as well as recognized when they succeed.
3. Young people want to learn about themselves and each other.
4. Young people want to be challenged and to be taught useful information and skills.
5. Young people want to be valued.
6. Young people want to give something to their communities.

# Preparing to Host Your Intern

We strongly recommend developing a work plan that provides clear expectations and work goals for your intern. See the Appendix for a template you can use. Here are some tips for developing the work plan.

## Identifying Work for Your Intern

- Review the Job Description Form you submitted to STEP-UP Achieve and the key responsibilities for the position
- Ask colleagues for projects they have on the back burner that they could use help with
- Connect with previous supervisors and get their thoughts on what worked well

## Structuring the Work Plan

- Assign projects that start simple and increase in difficulty
- Use starter projects to help determine level of proficiency in certain areas
- Develop one or two large projects that the intern can work on as time permits throughout the summer and then additional smaller day-to-day projects or activities
- Build in time to assess progress with your intern. We suggest weekly check-ins using the template in the appendix

## Making the Work Plan Meaningful

- Projects should be adequately challenging and interesting and ideally require little supervision after initial training
- Provide variety in work tasks
- Allow students to build new skills by selecting projects that focus on deeper development of skills
- Identify projects that will have an impact on your workplace
- Establish clear and measurable goals

## Involving the Intern in Work Plan Development

- Do not finalize the work plan until you have a chance to get input from the intern
- Meet with your intern during their first week and review the proposed work plan
- Ask your intern what types of opportunities would help them meet their career goals

# Professional Development Opportunities

One key professional development opportunity is to identify a project to help your intern process their summer experience. For example, ask the intern to create a PowerPoint presentation about their experience to be shared at a staff meeting at the end of the internship. This type of reflection adds value for the intern and promotes high job performance.

We also encourage you to provide other professional development and enrichment opportunities for your intern.

## Professional Development Suggestions for All Employers

- Encourage your intern to participate in STEP-UP summer events and programs (see box below)
- Have your intern job shadow you or a colleague
- Invite your intern to attend staff trainings or professional development opportunities in your workplace
- Schedule informational interviews with internal or external professionals of the intern's choice, including an opportunity to meet with your senior leaders to discuss their career path
- Include your intern in office and organization meetings
- Have interns 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
- If you also employ college interns, invite the college interns to mentor your intern
- Have your intern participate in specialized assignments in other departments for a few days

## Professional Development Suggestions for Employers with Several Interns

- Create a weekly touchpoint where all interns share their experience with the overall program coordinator and with each other
- Host 2 - 3 trainings for the interns to help them learn key professional skills in your field
- Plan an end of summer celebration for all the interns with the CEO and other top leaders

## STEP-UP Achieve Summer Events and Programs

### U.S. Bank Financial Education Day

Encourage your intern to attend U.S. Bank Financial Education Day on July 6 from 1:00-4:30pm at the University of St. Thomas Opus College of Business. Interns will learn from banking and finance experts as they lead hands-on activities that are crucial to achieving financial and life goals, including: basics of banking wisely, careful budgeting, and responsible use of credit. This engaging afternoon will also include snacks, raffle prizes, and networking opportunities for interns. Interns should look for information in their weekly emails from their Job Coach and will need to register before the event.

### Golden Gopher Day

A great opportunity for your interns to learn all about the opportunities in post-secondary education and the process for applying to college, this full day event will cover planning for and pathways to college and financial aid. Interns will be inspired by a campus tour and the opportunity to hear from former STEP-UP interns at the University of Minnesota. Interns will also have the chance to customize their day and explore one of seven different academic and career tracks. Lunch will be provided. Interns should look for information in their weekly emails from their Job Coach and will need to register before the event.

### Microsoft Excel Training Program

During the summer, interns will complete a series of online Excel training modules (one unit per week) through a program called SAM (Skills Assessment Manager), which incorporates trainings, exams, and projects. Interns who are already adept at Excel can prepare for the official certification exam. To have your intern participate, include the Excel training in the intern's work plan. Provide approximately 3-4 hours weekly for your intern to access and complete online training courses while at work. If you did not indicate your interest on the Job Description Form, contact your Job Coach to have your intern participate.

# Setting Your Intern Up for Success

## The First Week of Work

The first week of work is critical to ensuring your intern has a successful summer. This may be your intern's first work experience, so be sure to show them around your workplace and set clear expectations. Things that might seem obvious to you may not to your intern. Being clear in the beginning will avoid potential issues in the future.

Your standard new employer orientation is a good starting place, but adapt the content to meet the needs of a young person who may be in a professional setting for the first time. Many organizations with multiple STEP-UP Achieve interns have a group orientation session or an orientation day for all interns to make sure all interns have a uniform base of knowledge and to divide the work of orientation. Here are some suggested topics to cover.

### Workplace Environment

- First, be sure to be there to welcome your intern and orient them to your firm on the first day!
- Give a tour of your workplace and introduce the intern to other employees. If your workplace has multiple STEP-UP Achieve interns, you might want to have all interns do this tour together as a timesaving measure
- Discuss appropriate workplace attire
- If the intern will punch a time card or complete a time sheet, explain the procedure
- Outline any unwritten expectations of the job or the organization
- Explain meal and break logistics, including how this time is documented and what people do for lunch. We encourage interns to bring a lunch
- 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 and expectations

### Communication & Technology

- Explain your workplace policy on cell phone usage, personal vs. work emails, etc.
- Explain internet usage policy (and any specific sites that may be discouraged - e.g. Facebook)

### Absences & Timeliness

- Let your intern know who to contact if they will be late or absent and how to contact (phone or email, no texts)
- Explain your workplace policy regarding being late to work and the subsequent consequences

### Productivity

- Meet to discuss and finalize your intern's summer work plan
- Outline duties, responsibilities, and goals for the summer

### Context of the Larger Organization

- Arrange to have your intern meet with members of other groups or departments within your organization so that they have an idea of each of the positions/functions within the firm. See page 13 for additional ideas

# Coaching Your Intern to Success

## Throughout the Summer

While the first week of the internship is critical to getting your intern off on the right foot, creating a high-quality internship requires intentionality throughout the summer. Keep in mind that STEP-UP Achieve internships are meant to give interns familiarity with the professional world. Building in frequent opportunities for feedback as well as occasional formal learning opportunities will help them become exemplary future members of the workforce and understand what it takes to thrive in a professional environment.

### Regular Feedback Fosters a Strong Connection

- Schedule a weekly check-in meeting to discuss work plan progress and skills development, including successes and areas for improvement. Use the Weekly Check-In Template in the Appendix as a guide
- Complete a mid-internship and end-of-internship STEP-UP Achieve Intern Performance Evaluation (template provided by STEP-UP Achieve) and share your feedback with your intern. This will be an opportunity to stay on track with the goals you and your intern have established

### Periodic “Rally Points”

- Especially if you have multiple STEP-UP Achieve interns at your workplace, it may be helpful to offer a few additional internship seminars throughout the summer where interns get to interact with other interns and learn something together

### Utilize the STEP-UP Achieve Staff

- Keep in contact with your assigned STEP-UP Achieve Job Coach. Job Coaches can provide assistance as needed and are a great resource

## Mentorship

We encourage our employers to treat STEP-UP Achieve interns like regular employees, but we also acknowledge that they need and benefit from additional guidance about succeeding in the working world and achieving their career aspirations.

For this reason, we recommend identifying someone to serve as a mentor to your intern throughout the summer. Many supervisors 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. Other times, supervisors ask a colleague from their workplace to fulfill this role.

Either way, it is the supervisor’s responsibility to identify who will fill this role before the internship starts and ensure their intern is receiving the proper mentorship throughout the internship.

# Developing Intern Skills & Strengths

## What Skills Are Important?

STEP-UP Achieve youth are talented and motivated, but there is still a lot you can teach them. STEP-UP Achieve internships are designed to be a springboard to future professional opportunities. You can dramatically improve your intern’s chances at career success by focusing on building skills that are most important to hirability.

MHA Labs, a partner of STEP-UP Achieve, has developed a “Winning at Work” framework—a set of 12 skills proven to drive employer satisfaction. Through years of data analysis, MHA Labs employer research has revealed a strong correlation between these 12 core work skills and whether or not an employer would rate a youth as hireable.

### 12 HIRABILITY SKILLS



**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 will end up nearly always receiving a high average employer hirability rating.

Source: MHA Labs “The Hirability Assessment: Winning At Work.”

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

Supervisors should provide clear expectations and examples of how these hirability skills apply to your worksite. You can use these skills to provide real-time coaching and feedback.

They should also be a focal point during your weekly check-in with your intern. You’ll notice that the Weekly Check-In Template provided in the Appendix has a dedicated portion for you to discuss these 12 skills with your intern. Each STEP-UP Achieve supervisor will receive a set of cards at orientation based on these 12 skills with suggested conversation starters to facilitate discussions with your intern.

These 12 skills are also integrated into the Mid-Internship and End of Internship Performance Review template provided by STEP-UP Achieve. These conversations provide an opportunity to debrief your intern’s performance on the entire set of skills and to communicate strengths and growth areas.

## How Can I Build My Intern's Skills?

The 12 Hirability Skills are an important tool to facilitate discussions, set expectations, and evaluate performance. However, there are additional skills that are critical to success and will be of interest to your intern as well. As a supervisor, your intern will look to you for advice and approval. Though you may not see yourself as their official mentor, you can play an important role in their life and be a caring presence and support in this crucial period of development.

Here are some ways you can help your intern build skills this summer.

### 1. Help your intern set goals based on what they want to gain from this experience.

During the first week, meet with the intern to help them identify possible goals. Examples could include:

- Improve professional communication skills or time management
- Network and meet business professionals in the industry
- Complete a job shadow or informational interview with someone in a job they would like to learn more about
- Gain proficiency in MS Excel or another specific computer application. (**Note: STEP-UP Achieve offers an online Excel training course for interns to complete during their internship. Contact your Job Coach if you are interested in having your intern participate in this training. See page 8 for more details.**)

Create a plan with steps to accomplish the goals that you set (see the Work Plan Template in the Appendix).

### 2. Track progress on their goals.

Add the intern's goals to their summer work plan. Discuss these goals and the intern's progress during your weekly check-in meetings. The Weekly Check-In Template in the Appendix includes prompts for this discussion. If necessary, set new goals or identify new paths to reach established goals. Also, use this time to guide the intern in resolving any interpersonal issues that may have arisen on the job.

### 3. Turn communication challenges into growth opportunities.

The soft skills (like communication and interpersonal skills) that STEP-UP Achieve interns gain through their summer jobs are a significant benefit of the experience. While STEP-UP Achieve interns are excited and motivated to excel in their internships, at some point, you will most likely have to offer some constructive feedback. When this happens, look for opportunities to coach toward appropriate professional communication.

### 4. Explore future career possibilities.

One of the best ways to focus on skills development is by discussing your intern's future career plans.

- Take time to ask open ended questions and actively listen to them reflect on what they want for their future.
- Set up informational interviews with people who do work that interests them.
- Give them opportunities to shadow you and others throughout the summer.

# Building Context for Your Intern

## Context of Work Within Your Company

STEP-UP Achieve interns are most successful and gain the most from their internship when they see the broader context of their work.

*How does my work affect the work of others and/or consumer goods and services?*

- Take your intern on a tour of another company facility (distribution center, warehouse/factory, other worksite).
- Take your intern on a tour of another department that is immediately related to the intern's job duties.
- Organize a lunch with members of a related department to help your intern understand interconnections between departments.
- Assign your intern to create a long-term report on the significance of their job duties to other departments in the company.
- Dedicate time to discuss the interconnections of different roles and responsibilities in the organization to its primary business or mission

## Examples from STEP-UP Achieve Employers

We encourage you to consider other types of outings or activities that could help your intern build context and interest in their work. If possible, you could organize group activities for all the interns at your company. Here are some examples of what other employers have done.

- Full-day first week orientation
- Microsoft Outlook training
- Resume builder workshop
- Basic computer skills workshop
- Meeting with VP of Human Resources
- Tour of company power plant
- Writing workshop for college essays for prospective students
- Assistance with post-secondary education exploration
- STEP-UP intern picnic

# Sharing Your Experiences

STEP-UP Achieve interns are young people on the verge of making important life decisions about their education and employment futures. Sharing your experience and wisdom can be an extremely beneficial aspect of the STEP-UP Achieve experience.

## Talk About Your Education

### High School

- Where did you attend?
- Did you take any special classes?

### Post-Secondary

- What factored into your decision to explore post-secondary education?
- How many places did you apply?
- What did you study?
- Did you complete any internships or study abroad programs?
- Does your field of study help you in your current job? Why or why not?
- If you were applying to college again today, would you do anything different?

## Share Your Work History

### Youth Experience

- What was your first job?
- What did you learn?
- How did your early experiences help you as an adult in the workplace?

### Adult Experience

- What types of jobs have you held?
- Have you changed career fields? Why or why not?
- How did you end up working in your current position?

## Suggestions for Enrichment

### Informational Interviews and Job Shadows

- Help your intern schedule informational interviews or job shadows with co-workers in positions of interest.
- Organize a networking event for multiple interns and co-workers with a focus on career exploration.

### Possible Career Paths in Industry

- Assign your intern to map out some potential career paths within the industry.
- Help your intern explore the range of positions in the industry, along with information about job

## Effective Communication

Conversations are the foundation of a strong relationship. The art of conversation does not always come naturally to people, and for many adolescents, it can be a territory in which they have yet to build skills. Below are some tips for making conversations work with your intern.

### Stances of Inquiry

Differences in age, culture, and experience can mean that 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. Here is a helpful “Stances of Inquiry” framework to help shape your interactions.

#### 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 Judgment 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

Source: Adapted from HSD Institute. [www.HSDinstitute.org](http://www.HSDinstitute.org)

### Talking about Tough Stuff

You may need to talk about some challenging things with your intern this summer. Laying a foundation for open and honest dialogue is the best possible way to set yourself up for success in these conversations. Here are some other tips that might be helpful:

- Use “I” statements to express your feelings without blame or judgment. For example, “I feel frustrated when....”
- Listen. Then try asking open ended questions, clarifying things that are confusing, paraphrasing to make sure you understand, and letting your intern tell the whole story.
- Show your engagement and openness through your body language. Face your intern, make eye contact, and relax your body. Validate the worthiness of your intern with phrases like “*I’m glad you are willing to talk about this.*”
- Keep the conversation about the problem at hand, the needs and issues of the situation, and what you hope will happen in the future. Check meaning and interpretation by repeating back what you think you’ve heard: “*So what you’re telling me is....*”

## Culturally Smart Relationships

There is a high likelihood that 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.

### Goals of Culturally Smart Relationships

Knowledge of your intern's culture promotes a better understanding between both of you. Cultural awareness means appreciating and accepting the differences between you and your intern. From the knowledge you gain of your intern's culture, learn to assess situations and approach them through a different lens. Let go of the security of stereotypes and be open to and appreciate individuality.

### Guidelines As You Build a Relationship with Your Intern

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.

As adapted from "Culturally Smart Relationships Training" from MPM

## LEARN Model of Cultural Communication

This 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.

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 he/she is text messaging someone. You need to have a follow up conversation about this being inappropriate in this setting.

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

Text messaging is a norm for teenagers nowadays. The majority do not consider it impolite to be texting their friends while they are in other situations. They may also not be familiar with the culture of a professional environment.

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

Tell your intern that in a professional meeting, texting is not an appropriate activity. Give some background as to why this is the case.

### ***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 values friendships and wants to stay connected to his/her friends but to emphasize that a work meeting is not an appropriate situation for that to happen.

### ***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 you, your employer, and your intern.

### **Other Common Cultural Scenarios you may encounter:**

- An intern may approach you to ask where he or she can find an appropriate place to pray. Some interns come from a faith background that requires them to pray at certain times of the day. Help the intern find a quiet, private place and find out how often (and how long) they will need to pray, so expectations are clear on both sides. Also, if your intern declines to shake your hand when offered, it is not meant to be disrespectful. In some cultures and religions it is not considered appropriate for females and males to shake hands.
- Your intern comes to work with inappropriate work attire. Remind him or her of the resources they received during STEP-UP training for free or inexpensive professional clothing. Be clear that they need to dress appropriately, and suggest that they use their first paycheck to invest in a few basic pieces to get them through the summer.

Most of all, be clear with your intern and talk to them about any situation that arises. If you are unsure or need advice, call your STEP-UP Achieve Job Coach. They are there to help you. If your intern has personal issues that are interfering with their work, suggest that they contact their STEP-UP Achieve Job Coach.

As adapted from "Culturally Smart Relationships Training" from MPM

## STEP-UP Achieve Job Coaches

Each supervisor will have the support of one of the STEP-UP Achieve Job Coaches below. When you receive your intern’s contact information, you will also receive your Job Coach’s contact information. Please call or email your Job Coach with any concerns or questions about how to provide the best possible support and direction for your intern. Throughout the summer, all supervisors will receive weekly emails from their Job Coaches with suggested activities and reminders about scheduled STEP-UP Achieve events. Interns also receive weekly emails with suggestions of specific skills to focus on and reminders about scheduled STEP-UP Achieve events.

More often than not, STEP-UP Achieve interns successfully complete their internship without a problem. However, occasionally an issue does come up and STEP-UP Achieve is here to help.

### What should I do if an issue arises with my intern?

First, address the issue directly and discuss why the situation is occurring. It may simply be a misunderstanding that can be quickly and easily addressed. If you find that your intern doesn’t understand or becomes defensive, please do not hesitate to contact the STEP-UP Achieve Job Coach to assist in resolving the situation.

### What if it just isn’t working out?

Please contact the STEP-UP Achieve Job Coach to inform them the intern is not a good fit for the position. The Job Coach will follow-up with the intern to confirm they understand why the situation is not successful and help them learn from the experience. You may terminate the employment at any time. If you are interested in replacing the position, the STEP-UP Achieve Job Coach will work with you to try to find a well-suited candidate.

### Sample Incident Flow Chart

→ **1st Incident: Verbal Warning**

Meet with your intern to address the problem and reinforce expectations. Provide clarification if your intern has questions about the issue.

→ **2nd Incident: Formal Documentation**

If the problem continues, a written warning is recommended. Please contact your STEP-UP Achieve Job Coach as soon as possible to make them aware of the situation.

→ **3rd Incident: Termination**

At this stage, termination may be the best course of action. However, please use your discretion depending on the seriousness of the problem. Inform your STEP-UP Achieve Job Coach.

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<p><b>Matthew Vue</b> STEP-UP Achieve Program Associate 612.455.1568 mvue@achievempls.org</p>		

# Worksite Agreement

\*A copy of this worksite agreement should be given to all STEP-UP Achieve supervisors for reference purposes.

This agreement is entered into between your Organization, \_\_\_\_\_ (referred to as the "Worksite") and AchieveMpls to provide a professional work experience for young people participating in the STEP-UP Achieve Jobs Program.

**SUPERVISION:** The Worksite agrees to provide a job and direct supervision for the length of this agreement to every STEP-UP Achieve Worker in its workplace. Worksite supervisors shall be of such age and experience as to meet the diverse needs of STEP-UP Achieve Workers. The STEP-UP Achieve 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. The Worksite also agrees to provide that all STEP-UP Achieve Workers are oriented to its workplace and position requirements, and instruct them in professional competencies as identified.

**TIME AND ATTENDANCE:** The Worksite agrees to be accountable for time and attendance of STEP-UP Achieve Workers. STEP-UP Achieve Workers shall be paid for hours worked in accordance with applicable State and Federal laws and regulations. A company hiring STEP-UP Achieve Workers shall be responsible for all payroll costs for all hours worked.

The Worksite agrees to provide feedback on performance to the STEP-UP Achieve Worker and STEP-UP Achieve program staff, including providing, in writing, detail on major performance issues and any reasons for STEP-UP Achieve Worker termination. In the case of STEP-UP Achieve Workers who are pursuing academic credit for their work experience, this information may be shared with Minneapolis Public Schools.

In the case of STEP-UP Achieve 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.

**WORK ASSIGNMENTS:** The Worksite agrees to adhere to all rules and regulations governing the STEP-UP Achieve Jobs Program described herein and as authorized by the laws of Minnesota for the purpose of providing education, career exploration, and training.

**EEO POLICY:** The purpose of the STEP-UP Achieve Jobs Program is to provide safe, meaningful, and adequately supervised work experiences for young people. 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 in regard to 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 Achieve Workers from sexual harassment. The Worksite will maintain workers compensation and general liability coverage for STEP-UP Achieve Workers. STEP-UP Achieve Workers will not perform Hazardous Work as defined by Federal Labor Standards Act.

**MAINTENANCE OF EFFORT:** No STEP-UP Achieve 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 Achieve Workers impairs existing labor contracts, unless the labor organization concurs. The Worksite shall not hire a STEP-UP Achieve Worker at its worksite if a member of the STEP-UP Achieve 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 PROGRAM:** STEP-UP Achieve staff may conduct worksite visits to interview STEP-UP Achieve Workers and/or supervisors for quality assurance purposes. During the term of their employment, enrichment activities may be made available to STEP-UP Achieve Workers. In such instances, STEP-UP will contact Worksite supervisors for prior approval and scheduling.

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

You must keep a copy of this signed agreement and approved job description(s) at your worksite.

# 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 Achieve intern! Specifically, 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 20, 2016]

**Anticipated Internship End Date:** [Friday, August 19, 2016]

**Hourly Wage:** [\$9.00] per hour

**Anticipated Hours Per Week:** [40]

**Anticipated Work Schedule:** [9:00 am – 5:00 pm 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]

# Work Plan and Evaluation Template

STEP-UP Achieve will provide all supervisors with an electronic template they can use to develop an internship work plan and to facilitate mid-internship and end of internship evaluations with their interns. The goal of this template is to develop a comprehensive approach to your intern’s summer built around internship best practices and the 12 Hirability Skills. The components of the template are explained below. STEP-UP Achieve staff will provide guidance on how to utilize each section throughout the summer.

## Section I—Job Performance Goals

In this section, you will outline the primary job functions of the intern and the goals for the internship related to each job function. This portion will serve as a work plan to guide your intern’s efforts throughout the internship. The template also contains sections to review progress on these work plan items during the Mid-Internship Evaluation and End of Internship Evaluation.

I. JOB PERFORMANCE GOALS						
<i>This is the space where core job functions, as well as secondary job functions and other duties may be assigned and tracked for progress throughout the internship. Complete the Work Plan section at the beginning of the internship. Complete the Mid-Internship Evaluation section during the Mid-Internship Evaluation meeting between the intern and supervisor and the End of Internship Evaluation section during the End of Internship Evaluation meeting between the intern and supervisor. See page 8 of the STEP-UP Achieve Supervisor Handbook for tips on developing the Work Plan for your intern.</i>						
WORK PLAN			MID-INTERNSHIP EVALUATION		END OF INTERNSHIP EVALUATION	
Job Function 1: Describe the job function (e.g. Develop online training module for new electronic timesheets)	Date to be Completed By	Who I Will Work With	Assessment of Progress and Results	Plan for Completion by End of Internship	Assessment of Progress and Results	Skills Learned
Describe each duty related to the job function (e.g. Create module outline; Design 10 slides and script; Record voiceover)			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.)	Assess why the goal was met/exceeded or not met with emphasis on skills (e.g. Took longer to complete because Michael allocated more time than expected to another work item he found more fun. Discussed the need to effectively prioritize work items.)	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:	Date to be Completed By	Who I Will Work With	Assessment of Progress and Results	Plan for Completion by End of Internship	Assessment of Progress and Results	Skills Learned
Job Function 3:	Date to be Completed By	Who I Will Work With	Assessment of Progress and Results	Plan for Completion by End of Internship	Assessment of Progress and Results	Skills Learned

## Section II—Professional Development Opportunities

As mentioned in this Handbook, providing your intern with professional development opportunities is a critical part of their experience. When creating your work plan before the internship begins, complete this section by outlining ideas for professional development opportunities. The final column provides an chance for you and the intern to reflect on skills learned and key takeaways from these opportunities during the Mid-Internship Evaluation and End of Internship Evaluation.

II. PROFESSIONAL DEVELOPMENT OPPORTUNITIES		
<i>This is the space where enrichment opportunities—such as special events, informational interviews, and other instances where broader context regarding your company/industry can be planned, documented, and reflected upon. Outline professional development opportunities during Work Plan development. See page 8 in the STEP-UP Achieve Supervisor Handbook for more information on planning these opportunities, or contact your STEP-UP Achieve Job Coach.</i>		
Professional Development Opportunities During Internship	Date Scheduled	Skills Learned/Key Takeaways
Example: Attended meeting with software vendor.	6/28/16	Example: Observed how professionals interact in a meeting. Discussed what made the vendor's presentation effective. Gained insight into how strategic IT decisions like software procurement are made.

Complete this column during the Mid-Internship and End of Internship Evaluation meetings.

# Work Plan and Evaluation Template, cont.

## Section III—Skills Assessment

Since the internship experience should be about building skills, it should also be an area of focus during the Mid-Internship Evaluation and End of Internship Evaluation. The template allows you to rate your intern on the 12 Hirability Skills and any additional industry- or job-specific skills that are particularly relevant. There is also room for you and the intern to reflect, cite specific examples, and outline strategies for improvement.

III. SKILLS ASSESSMENT				
Complete this section during the Mid-Internship Evaluation and the End of Internship Evaluation.				
		Prior to the end of the internship, supervisors will receive a link to an online skills survey. Based on your answers to the survey, you will receive a report by email with each of the 12 hirability skills rated as Growth, Neutral, Strength, or Super Strength to enter in this column.		Focus on how the intern can continue building growth areas after the internship.
		Type "Strength" in the box for any skill you see as a strength and "Growth" for any skill to grow over the remainder of the internship. Put "N/A" if not observed.		
	MID-INTERNSHIP EVALUATION		END OF INTERNSHIP EVALUATION	
Professional Attitude	Strength/Growth Area	Reflections/Examples; Plan to Improve Growth Areas	Strength/Growth Area	Reflections/Examples; Plan to Improve Growth Areas
Brings energy and enthusiasm to the workplace	Strength	Example: Michael has been an extremely positive influence in our workplace culture. He shows great enthusiasm for the tasks he's assigned. People in the office have commented on how much they enjoy having his positive energy around.	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	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.	Growth	Example: Michael plans to think of his teachers as "managers" who are trying to help him build skills for success to practice accepting criticism and not taking it personally.
Time Management	Strength/Growth Area	Reflections/Examples; Plan to Improve Growth Areas	Strength/Growth Area	Reflections/Examples; Plan 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; Plan to Improve Growth Areas	Strength/Growth Area	Reflections/Examples; Plan 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; Plan to Improve Growth Areas	Strength/Growth Area	Reflections/Examples; Plan 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; Plan to Improve Growth Areas	Strength/Growth Area	Reflections/Examples; Plan to Improve Growth Areas
Example: Microsoft PowerPoint			Neutral	Example: Michael plans to make a PowerPoint of photos, stats, and highlights for his football team banquet this fall.

## Section IV—Supervisor/Intern Discussion

The Mid-Internship Evaluation and End of Summer Evaluation provide an ideal opportunity for you and your intern to discuss some topics about their work experience and career aspirations more broadly. The template includes three questions for discussion in each evaluation. The Mid-Internship Evaluation focuses on the workplace environment and the supervisor-supervisee relationship. The End of Internship Evaluation focuses on career planning.

IV. SUPERVISOR/INTERN DISCUSSION	
<p><b>TOPIC: WORKPLACE ENVIRONMENT</b> To be completed during Mid-Internship Evaluation</p> <p>How have I as a manager supported you in your work?</p> <hr/> <p>What can I as a manager do to support you better in your work during the remainder of the summer?</p> <hr/> <p>Describe your experience to date in the workplace. Is there anything I can do to make it a more comfortable environment?</p>	<p><b>TOPIC: CAREER PLAN</b> To be completed during End of Internship Evaluation</p> <p>What are the intern's career goals?</p> <hr/> <p>What additional skills should the intern focus on building to achieve those goals?</p> <hr/> <p>What type of post-secondary education or certification is required to accomplish these goals?</p>

# Weekly Check-In Template

Use this template to conduct weekly check-ins with your intern. It focuses on work plan items, skills building, and professional development to keep your intern on track throughout the summer and help them grow.



## 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				
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	<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. Utilize the discussion cards provided by STEP-UP Achieve. You're also encouraged to add skills relevant to your field to the discussion.]  <b>Skills to Focus on This Week:</b> <i>Staying calm, clearheaded and unflappable under stress. Creating formulas in Excel.</i>				
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		
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	

# Work Readiness Credential

In partnership with the Minneapolis Regional Chamber of Commerce, nearly 200 Twin Cities employers were surveyed in 2006 and asked to identify the most important workplace skills that young people should possess upon entering their first jobs. The essential skills identified were incorporated into the STEP-UP Achieve Work Readiness Training to ensure that STEP-UP Achieve youth possess the skills necessary to succeed in the workplace. This credential from the Minneapolis Regional Chamber of Commerce is awarded to interns who successfully complete their summer job.

## Sample 2015 Work Readiness Credential

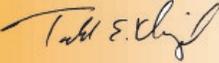



## STEP-UP WORK READINESS CREDENTIAL

*In recognition of successfully completing work readiness training and STEP-UP internship*

*has been awarded this 2015 Work Readiness Credential  
by the Minneapolis Regional Chamber of Commerce and STEP-UP*

Communication Skills	Decision-Making Skills	Life-long Learning Skills
<ul style="list-style-type: none"> <li>Written communication</li> <li>Situational communication</li> <li>Verbal communication</li> <li>Receiving feedback</li> <li>Interviewing</li> <li>Building a resume</li> <li>Networking</li> </ul>	<ul style="list-style-type: none"> <li>Problem-solving</li> <li>Taking initiative</li> <li>Responsibility</li> <li>Ethics</li> <li>Integrity</li> <li>Respectfulness</li> </ul>	<ul style="list-style-type: none"> <li>Good attitude</li> <li>Character</li> <li>Etiquette</li> <li>Promptness</li> <li>Dependable attendance</li> <li>Asking questions</li> </ul>



Todd Klingel,  
President and CEO  
Minneapolis Regional Chamber of Commerce



R.T. Rybak  
Former Mayor  
City of Minneapolis  
STEP-UP Co-Chair



Richard K. Davis  
Chairman, President  
and CEO  
U.S. Bancorp  
STEP-UP Co-Chair




## Americans with Disabilities Act (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.

### Some examples of reasonable accommodation include:

- 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.

# Overview of 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 dishwashing in restaurants
  - 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, nonautomatic 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**

Required Records 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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