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 are all employing remarkable young interns this year.

You've got some exciting months ahead of you! 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 and Co-Chair

Kate Quinn
Vice Chairman
Chief Administrative Officer
U.S. Bank
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 placing more than 2,000 young people (ages 14-21) in paid internships each 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 27,000 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.

Who is Involved?

• City of Minneapolis Mayor Jacob Frey

• R.T. Rybak, President and CEO, The Minneapolis Foundation and Step Up Co-Founder and Co-Chair

• 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

• 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.

Below are key statistics about the diversity of our 2018 Step Up interns:

- **69%** African and African American (1,058 students)
- **9%** Asian American (140 students)
- **14%** Caucasian (212 students)
- **7%** Native American (109 students)

Building a globally-fluent and multicultural workforce starts with hiring. Step Up interns were born in 35 different countries. This is the kind of diversity that showcases the multicultural workforce of the future.

- **95%** of participants completed an internship in 2018
- **92%** of interns qualified for free or reduced lunch in 2018
- **Step Up has provided over 27,000 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. By 2020, our region is expected to face a workforce shortage of nearly 62,250 workers. Step Up is an opportunity to invest in the next generation who will power our region for decades to come. This diverse group of Step Up interns is critical to ensuring we continue to have a competitive regional workforce in the future.

1/3 The proportion of people prime working age who will be people of color in the seven county Minneapolis-St. Paul metro area by 2020.
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 - May
Interns complete a 9-hour work readiness training, including a mock interview with a local business professional.

Intern Placement | May
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 17
First official day of work for Step Up interns (individual interns may start earlier or later if arranged with the intern).

❍ Professional Development Conference for Interns | Week of June 24
All Level 2 interns will be required to attend a full-day professional development conference the week of June 24 to build on the skills they learned in their work readiness training. All interns from a particular employer will attend on the same day.

❍ 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 15
Afternoon event for interns and supervisors at the Guthrie Theater to celebrate the close of summer internships with entertainment and awards.

❍ Official Internship End Date | August 16
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.

The training also includes a mock interview with a volunteer from the local business community. 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 majority of our job coaches are licensed work-based learning teachers. 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**

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<th>On-going Support</th>
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<td>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.</td>
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<tr>
<th>Acute Issues</th>
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<tr>
<td>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 timesheet submission process through TSheets.</td>
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</tbody>
</table>

**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 27,000 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 it's their direct supervisor or another employee.

- **Communication With Your Intern**
  Like any relationship, communication is key to a successful internship experience.

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

- **Cultural Competency**
  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.

Ideas for Professional Development Opportunities

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

Summer Opportunities Provided by Step Up

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

Professional Development Day (mandatory)
All Level 1 interns are required to attend a full-day professional development session for Step Up the week of June 24.

Accenture Online Learning Exchange
All Achieve 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.

Scrubs Camp
Managed by HealthForce Minnesota, this week-long camp gives interns the chance to participate in hands-on healthcare activities and learn about health-related careers.

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 is used to a very structured school day as opposed to the less structured environment of most modern workplaces.

As a result, err on the side of providing more structure than less at 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. Let your intern know who to contact and how (phone, email, text, etc.) if they will be late or absent.
- Discuss appropriate work attire. Resources for affordable professional clothing are available on page 41.
- Show the intern how to complete their timesheet or punch a timecard.
- Share any “unwritten” expectations of the job or workplace.
- Explain the payroll process and schedule along with deductions and taxes.

Provide a Workplace Tour and Cover Workplace Logistics

- Give a tour of your workplace and introduce the intern to other employees.
- Explain meal and break logistics, including how this time is documented and what people do for lunch. We encourage interns to bring a lunch.
- Orient the intern on any workplace safety protocols.
- If the intern requires a space to pray, work together to find an appropriate place.
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.
- Take your intern on a tour of another company facility (distribution center, warehouse/factory, other worksite).
- 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

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<tr>
<th>1. Build Trust</th>
<th>2. LISTEN!</th>
<th>3. Explore from Their Perspective</th>
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<tr>
<td>As the “foundational principle that holds all relationships” according to Stephen Covey, focus on establishing trust with your intern to facilitate effective communication.</td>
<td>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</td>
<td>Reflect back on your experience in your first job. Think about your concept of career goals in high school.</td>
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<tr>
<td>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.</td>
<td>Rather than jumping to conclusions and making judgments, turn your judgments into questions. See the Stances of Inquiry on page 23 for more specifics.</td>
<td>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.</td>
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7. Boundaries Are Key
Recognize the limits of your role as a workplace mentor. Contact your Job Coach since they may have additional resources they can connect your intern to for help.

8. Be Yourself!
Help your intern see the true you. Share your “imperfect story”—a time when you failed or learned a key lesson. Talk about your experiences as a young professional.

9. Be Open to the Possibilities
Set aside preconceived notions about your intern and how the mentor relationship will develop. Follow the intern’s lead on where your advice is needed most.

10. Follow Up
Make sure you’re meeting regularly with your intern. Most importantly, follow through on the commitments you make. This is critical to building that trust.

Help Your Intern
Understand the Importance of “Starting Somewhere”

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

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

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

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

Step Up internships are about both work and learning.

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?
Section 3 -
Intern Skill Building and Feedback
Adolescent Development and Implications for Supervisors

Working with Young People

Much has been written about Millennials and 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

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.

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<th>Skills Goal 2:</th>
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<th>Skills Goal 3:</th>
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Track Progress on Skills Goals
Return to these skills goals frequently, ideally during your weekly check-ins. Review progress, and, if necessary, set new goals or identify new paths to reach established goals.

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

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

1,544 interns received a job and worked in 2018
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.

<table>
<thead>
<tr>
<th>Event-Driven Feedback</th>
<th>Calendar-Driven Feedback</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Daily</strong></td>
<td><strong>Weekly</strong></td>
</tr>
<tr>
<td>Event-driven feedback should occur daily and focus on specific moments.</td>
<td>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.</td>
</tr>
<tr>
<td>It should become part of the routine, day-to-day work.</td>
<td>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.</td>
</tr>
<tr>
<td>Be intentional about recognizing your intern when they do something well and provide critical feedback when there’s room for improvement.</td>
<td></td>
</tr>
<tr>
<td>Use prompts like:</td>
<td></td>
</tr>
<tr>
<td>“How do you think the meeting went?”</td>
<td></td>
</tr>
<tr>
<td>“What’s your reaction to so-and-so’s recommendation?”</td>
<td></td>
</tr>
<tr>
<td>“What parts of your presentation do you think went best?”</td>
<td></td>
</tr>
</tbody>
</table>

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
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

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

Strategies for Addressing Implicit Bias:

1. Identify your biases and then look for disconfirming data. Note instances where your intern acts contrary to a bias you may have. By doing so, your implicit biases can be slowly reversed over time.

2. Do an inventory of your social and professional circles. Who’s included? Who’s missing? Look for opportunities to increase the diversity of your network. Your intern is a great person to start with!

3. Adopt a curious mindset. Engage in conversations to learn more about your differences. Don’t worry about awkwardness. As Verna Myers says, “It’s not about perfection. It’s about connection.”

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?”

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.
The Intercultural Development Continuum

What is the Intercultural Development Continuum?

Dr. Mitchell Hammer’s Intercultural Development Continuum (IDC) is a framework that helps individuals and organizations identify their capacity to experience cultural differences and commonalities with varying degrees of complexity.

It’s designed to meet people where they are in their development and offer a roadmap to building a more adaptive mindset and skillset to maximize effectiveness in reaching intercultural goals and overcoming cross-cultural challenges. The IDC is adapted from the Developmental Model of Intercultural Sensitivity originally developed by Dr. Milton Bennett.

The majority of people and workplaces tend to use the “Minimization” orientation of the IDC. In this orientation, organizations and the people that work for them recognize various aspects of diversity while over-emphasizing and assuming cultural commonality. Statements like “we don't see color” or “everyone is treated the same here” are common. There is typically a dominant culture which is used as the primary lens to view and understand others, even those from non-dominant groups.

To move beyond minimization, instead of following the Golden Rule—treat everyone the way you want to be treated—adopt the Platinum Rule: treat others the way they want to be treated. But how do you know how others want to be treated? Check out the side bar for suggestions.

This section of the handbook on the IDC was developed with the generous assistance of Nehrwr Abdul-Wahid of One Ummah Consulting. Visit http://www.1ummahconsulting.com for more information.

How Do You Know How Other People Want to Be Treated?

1. Ask Questions
Be prepared for the person not to know the answer to your question. Try exercising reciprocity—share something first about yourself before asking a question.

2. Research
Seek out sources of information about other cultures. Make sure to utilize sources that include perspectives of people actively participating in and practicing their culture.

3. Observation
Take time to observe other cultural practices. However, understand there are some practices that might be acceptable within the cultural group and yet are not acceptable outside that cultural group.

4. Take Risks
Critical to building your intercultural competency is building your capacity to take risks and try things out. You simply need to be willing to learn from them and rebound.
### Descriptions of the IDC Primary Orientations

<table>
<thead>
<tr>
<th>Core Characteristics</th>
<th>What Person May Think/Organization Implications</th>
<th>Developmental Task</th>
</tr>
</thead>
</table>
| **Denial:** Little recognition of more complex cultural differences | • Disinterest in and/or avoidance of cultural difference  
• Assumes commonalities with less focus on differences  
• Generally unaware about cultural issues  
• May feel uncomfortable or fearful in culturally different settings  
• Susceptible to being blindsided by cultural issues | Exposure to non-threatening, cultural differences (heroes, holidays, food, clothing, and music) |
| **Polarization Defense:** Uncritical toward own cultural practices; overly critical toward other cultural practices  
**Polarization Reversal:** Overly critical toward own cultural practices; uncritical toward other group cultural practices | • Overemphasizes differences toward other cultures and underemphasizes commonalities  
• Cultural difference seen as an obstacle  
• Neutral statements of cultural difference rare  
• Defense: Intentional avoidance of the culturally different. Reversal: Intentional avoidance of own culture group  
• Sense of superiority may lead to overconfidence or arrogance | Discovering and building commonalities; developing a more balanced evaluation of one’s own culture and privilege and a more complex/critical understanding of other cultures |
| **Minimization:** Highlights cultural commonality that can mask deeper recognition of cultural differences | • Overemphasizes commonalities and underemphasizes differences  
• Views tolerance as sufficient  
• Tend to impose norms of the dominant culture  
• Actively supports universalistic values and practices without understanding different meanings across cultures  
• Overemphasis on corporate culture creates strong pressure to conform | Build deeper cultural self-awareness and identify areas where projecting one’s world view impacts expectations, processes, and policies |
| **Acceptance:** Recognizes cultural commonality & difference in own & other cultures | • Curious and interested in cultural differences  
• Acknowledges relevance of cultural context but unclear how to appropriately adapt to cultural difference  
• Has a cultural understanding about one’s own perceptions & behavior and perceptions and behavior of other groups  
• Able to talk the talk but not walk the walk | Build capacity to make moral/ethical judgments where cultural differences need to be bridged |
| **Adaptation:** Able to shift cultural perspective & adapt behavior to cultural context | • Individuals define their role as demanding intercultural competence (the ability to adapt)  
• Increased ability to effectively bridge cultural commonalities and differences  
• Conscious reframing of cultural information and observations in various ways  
• Actively attempts to increase repertoire of cultural behavior  
• Cultural differences used as a resource for multicultural teams and the organization as whole | Resilience and patience as a cultural bridge, deeper development with at least one other culture |
LEARN Model of Cultural Communication

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

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 interns 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.

<table>
<thead>
<tr>
<th>Career Pipeline Components</th>
<th>Training</th>
<th>Certification</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Career Exploration</strong></td>
<td>Students participate in short-term or long-term learning opportunities that enable them to gain work-related skills.</td>
<td>Students participate in trainings or courses to achieve industry-recognized credentials (certificate, license, accreditation, diploma, etc.).</td>
</tr>
<tr>
<td><strong>Mentoring</strong></td>
<td>Students are matched with career professionals who help guide them, provide encouragement, and facilitate setting career goals.</td>
<td><strong>Academic Prep</strong></td>
</tr>
<tr>
<td><strong>Internships</strong></td>
<td>Students work in a career setting in order to build skills, make professional connections, receive career mentoring, and more.</td>
<td></td>
</tr>
</tbody>
</table>

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.
This agreement is entered into between your organization,______________________, (referred to as the “Worksite”) and the City of Minneapolis, Minneapolis Employment and Training (MET) to provide a professional work experience for young people participating in Level 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, 2020, 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.
In the case of Step Up Workers under 18 years of age, the Worksite shall take responsibility to secure parental authorization for after-hours activities beyond the scope of regularly assigned job duties or activities that require travel outside Minneapolis or locations other than those in that particular Step Up Worker’s job description.

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

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

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

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

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

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

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

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

<table>
<thead>
<tr>
<th>WORKSITE AUTHORIZED SIGNATURE</th>
<th>STEP UP AUTHORIZED SIGNATURE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Signature</td>
<td>Signature</td>
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<tr>
<td>Title</td>
<td>Title</td>
</tr>
<tr>
<td>Date</td>
<td>Date</td>
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</tbody>
</table>
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 17, 2019]

**Anticipated Internship End Date:** [Friday, August 16, 2019]

**Hourly Wage:** [$12.25] 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]
# Intern Work Plan Template

## Intern:  

## Supervisor:  

See page 9 of the Step Up Level 2 Supervisor Handbook for tips on developing the Work Plan for your intern.

## Job Performance Goals

### Job Function 1:

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

### Job Function 2:

<table>
<thead>
<tr>
<th>Job Duty</th>
<th>Date to be Completed By</th>
<th>Who I Will Work With/Resources</th>
<th>Key Skills Learned</th>
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</thead>
<tbody>
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### Job Function 3:

<table>
<thead>
<tr>
<th>Job Duty</th>
<th>Date to be Completed By</th>
<th>Who I Will Work With/Resources</th>
<th>Key Skills Learned</th>
</tr>
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<tbody>
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## Professional Development Opportunities

Use this space to plan special events, informational interviews, and other professional development opportunities. See page 10 in the Step Up Level 2 Supervisor Handbook for more information on planning these opportunities. Also see page 10 for a list of Step Up Level 2 sponsored professional development opportunities.

<table>
<thead>
<tr>
<th>Professional Development Opportunity</th>
<th>Date Scheduled</th>
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<tbody>
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</tbody>
</table>
# Weekly Check-In Template

**DATE:**

**TIME:**

**PARTICIPANTS:**

**PREVIOUS MEETING:**

**NEXT MEETING:**

**WEEKLY OBJECTIVES:**

- 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**

<table>
<thead>
<tr>
<th>PERSON(S) RESPONSIBLE</th>
<th>DUE BY</th>
<th>UPDATE/NOTES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Complete online onboarding modules</td>
<td>Michael</td>
<td>6/30</td>
</tr>
<tr>
<td>Emailed John and waiting for response.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Arrange informational interview with John</td>
<td>Mary</td>
<td>6/28</td>
</tr>
<tr>
<td>Identified data sources and will create spreadsheet template this week.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Create draft spreadsheet to track employer outcomes by undergrad and MBA alma mater</td>
<td>Michael</td>
<td>7/6</td>
</tr>
</tbody>
</table>

**AGENDA ITEM**

**UPDATES/NOTES**

- **Review Previously Assigned Action Items**
  - Completing onboarding tasks. Getting familiar with the office and meeting people in our department. Starting on Major Summer Project 1.

- **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**
  - Review progress on the Previous Action Items above and adjust strategies and deadlines as needed.

- **Work Plan Item 2**
  - Review previously assigned Action Items

- **Skills Development**
  - Skills Learned or Demonstrated Proficiently Last Week:
  - 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.

- **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?

**ASSIGNED NEXT STEPS**

<table>
<thead>
<tr>
<th>PERSON(S) RESPONSIBLE</th>
<th>DUE BY</th>
<th>UPDATE/NOTES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Create draft spreadsheet to track employer outcomes by undergrad and MBA alma mater</td>
<td>Michael</td>
<td>7/6</td>
</tr>
<tr>
<td>Follow up with John if he doesn't respond about informational interview</td>
<td>Mary</td>
<td>7/2</td>
</tr>
<tr>
<td>Meet with Janet about planning department special event</td>
<td>Michael</td>
<td>7/1</td>
</tr>
</tbody>
</table>

**PARKING LOT ITEM**

<table>
<thead>
<tr>
<th>DESCRIPTION</th>
<th>TAKE UP WHEN:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clinic Job Shadowing</td>
<td>Arrange a time for Michael to spend a day job shadowing in one of our clinics</td>
</tr>
</tbody>
</table>

[Use this section for items that come up during the check-in but should be revisited at a later date.]
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.

### MID-INTERNSHIP EVALUATION

**Intern Name:**

**Supervisor Name:**

1. **Job Performance Goals**
   
   **Job Function 1:** ___________________________________________________________
   
   **Job Duty**
   
   **Date to be Completed By**
   
   **Assessment of Progress and Results**
   
   **Plan for Completion by End of Internship**
   
   Assess progress toward goals with emphasis on skills (e.g. “Slide design has progressed slower than expected because Michael has not used PowerPoint before. Will watch some online videos to learn PowerPoint basics.”)
   
   If this task has not been completed, outline the plan for completing it before the end of the internship and any adjustments to the original goal (e.g. “Mary will work with IT to get recording software loaded on Michael’s computer by August 10.”)

   **Job Function 2:** ___________________________________________________________
   
   **Job Duty**
   
   **Date to be Completed By**
   
   **Assessment of Progress and Results**
   
   **Plan for Completion by End of Internship**
   
   **Job Function 3:** ___________________________________________________________
   
   **Job Duty**
   
   **Date to be Completed By**
   
   **Assessment of Progress and Results**
   
   **Plan for Completion by End of Internship**

2. **Skills Assessment – MHA Lab Hirable Skills**

   **Professional Attitude**
   
   **Strength/Growth Area**
   
   **Reflections/Examples; Plans to Improve Growth Areas**
   
   Brings energy and enthusiasm to the workplace
   
   Strength
   
   Example: “Michael has been an extremely positive influence in our workplace culture. Shows great enthusiasm for the tasks assigned. People in the office have commented on how much he brings to the organization.”

   Takes responsibility for his or her actions and does not blame others
   
   Strength
   
   Example: “Discussed Michael’s 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.”

   Stays calm, clear-headed, and unfazed under stress
   
   Growth
   
   Example: “Discussed Michael’s ability to remain calm under pressure and his willingness to ask for help when needed.”

   Graciously accepts criticism
   
   Growth
   
   Example: “Discussed Michael’s ability to handle criticism constructively and his willingness to seek feedback and improve.”

   **Team Management**

   **Strength/Growth Area**

   **Reflections/Examples; Plans to Improve Growth Areas**

   Manages time and does not procrastinate

   Strength

   Example: “Discussed Michael’s ability to prioritize tasks and meet deadlines.”

   Gets work done on time

   Strength

   Example: “Discussed Michael’s ability to meet deadlines and complete tasks in a timely manner.”

   Arrives on time and is rarely absent without cause

   Strength

   Example: “Discussed Michael’s punctuality and reliability in attending meetings and completing tasks.”

   **Team Work (Ethic)**

   **Strength/Growth Area**

   **Reflections/Examples; Plans to Improve Growth Areas**

   Actively looks for additional tasks when own work is done

   Strength

   Example: “Discussed Michael’s initiative in taking on additional tasks and his willingness to assist others when needed.”

   Actively looks for ways to help other people

   Strength

   Example: “Discussed Michael’s helpfulness and willingness to collaborate with others to achieve common goals.”

   **Problem Solving**

   **Strength/Growth Area**

   **Reflections/Examples; Plans to Improve Growth Areas**

   Unpacks problems into manageable parts

   Strength

   Example: “Discussed Michael’s ability to break down complex problems into smaller, more manageable tasks.”

   Generates multiple potential solutions to problems

   Strength

   Example: “Discussed Michael’s ability to brainstorm multiple solutions to a problem.”

   Identifies new and more effective ways to solve problems

   Strength

   Example: “Discussed Michael’s ability to evaluate different solutions and choose the most effective approach.”

   **Industry/Job Specific Skills**

   **Strength/Growth Area**

   **Reflections/Examples; Plans to Improve Growth Areas**

   Example: Microsoft PowerPoint

3. **Professional Development**

   **Professional Development Opportunity**

   **Date Occurred**

   **Skills Learned**

   Example: “Observed how professionally interact in a meeting. Discussed what made the vendor’s presentation effective. Gained insight into how strategic IT decisions are made.”

4. **Supervisor/Intern Discussion**

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

**Intern Name:**

**Supervisor Name:**

---

## 1. Job Performance Goals

<table>
<thead>
<tr>
<th>Job Function 1: ___________________________________________________________</th>
<th>Date to be Completed By</th>
<th>Assessment of Progress and Results</th>
<th>Skills Learned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Job Duty</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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.")

---

<table>
<thead>
<tr>
<th>Job Function 2: ___________________________________________________________</th>
<th>Date to be Completed By</th>
<th>Assessment of Progress and Results</th>
<th>Skills Learned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Job Duty</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

---

<table>
<thead>
<tr>
<th>Job Function 3: ___________________________________________________________</th>
<th>Date to be Completed By</th>
<th>Assessment of Progress and Results</th>
<th>Skills Learned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Job Duty</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

---

## 2. Skills Assessment – MHA Labs Hirable Skills

<table>
<thead>
<tr>
<th>Professional Skill</th>
<th>Strength/Growth Area</th>
<th>Reflections/Examples</th>
<th>Plans to Improve Growth Areas</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brings energy and enthusiasm to the workplace</td>
<td><strong>Strength</strong></td>
<td>Example: &quot;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!&quot;</td>
<td></td>
</tr>
<tr>
<td>Takes responsibility for his or her actions and does not blame others</td>
<td><strong>Strength</strong></td>
<td>Example: &quot;Michael always takes responsibility for his actions, no matter how small the task. This is a valuable trait in any workplace.&quot;</td>
<td></td>
</tr>
<tr>
<td>Stays calm, clearheaded, and unflappable under stress</td>
<td><strong>Strength</strong></td>
<td>Example: &quot;Michael’s ability to stay calm and focused under pressure is a real asset. We could all learn from his example.&quot;</td>
<td></td>
</tr>
<tr>
<td>Gracefully accepts criticism</td>
<td><strong>Growth</strong></td>
<td>Focus on ways to grow after the internship. Example: &quot;Michael plans to think of his instructors as ‘managers’ who are trying to help him develop new skills for success to practice accepting criticism and not taking it personally.&quot;</td>
<td></td>
</tr>
<tr>
<td>Manages time and does not procrastinate</td>
<td><strong>Strength</strong></td>
<td>Example: &quot;Michael always manages his time effectively. He never falls behind on his tasks, which is a great skill to have in any workplace.&quot;</td>
<td></td>
</tr>
<tr>
<td>Gets work done on time</td>
<td><strong>Strength</strong></td>
<td>Example: &quot;Michael always delivers on time. His reliability is essential to the success of our team.&quot;</td>
<td></td>
</tr>
<tr>
<td>Arrives on time and is rarely absent without cause</td>
<td><strong>Strength</strong></td>
<td>Example: &quot;Michael never misses a deadline. His punctuality is a great asset.&quot;</td>
<td></td>
</tr>
<tr>
<td>Actively looks for additional tasks when own work is done</td>
<td><strong>Strength</strong></td>
<td>Example: &quot;Michael always seeks out new tasks to work on. His proactive approach is impressive.&quot;</td>
<td></td>
</tr>
<tr>
<td>Actively looks for ways to help other people</td>
<td><strong>Strength</strong></td>
<td>Example: &quot;Michael is always willing to lend a hand to his colleagues. His helpfulness is a great trait to have in any workplace.&quot;</td>
<td></td>
</tr>
<tr>
<td>Generates multiple potential solutions to problems</td>
<td><strong>Strength</strong></td>
<td>Example: &quot;Michael always comes up with creative solutions to problems. His ability to think outside the box is valuable.&quot;</td>
<td></td>
</tr>
<tr>
<td>Identifies new and more effective ways to solve problems</td>
<td><strong>Strength</strong></td>
<td>Example: &quot;Michael always finds new and more effective ways to solve problems. His creativity is impressive.&quot;</td>
<td></td>
</tr>
<tr>
<td>Example: Microsoft PowerPoint</td>
<td><strong>Strength</strong></td>
<td>Example: &quot;Michael has a great understanding of Microsoft PowerPoint. He always creates visually appealing presentations.&quot;</td>
<td></td>
</tr>
</tbody>
</table>

## 3. Professional Development

<table>
<thead>
<tr>
<th>Professional Development Opportunity</th>
<th>Date Occurred</th>
<th>Skills Learned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Example: &quot;Observed how professionals interact in a meeting. Discussed what made the vendor’s presentation effective. Gained insight into how strategic IT decisions are made.&quot;</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## 4. Supervisor/Intern Discussion

1. What are the intern’s career goals?
2. What additional skills should the intern focus on building to achieve those goals?
3. What type of post-secondary education or certification is required to accomplish these goals?
## Appendix: COIN Model Feedback Framework

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

<table>
<thead>
<tr>
<th>COIN</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>C</strong></td>
<td>Context</td>
<td>At/during/with...</td>
</tr>
<tr>
<td></td>
<td></td>
<td>______________________________________</td>
</tr>
<tr>
<td></td>
<td></td>
<td>My/our expectation was/I hoped...</td>
</tr>
<tr>
<td></td>
<td></td>
<td>______________________________________</td>
</tr>
<tr>
<td><strong>O</strong></td>
<td>Observation</td>
<td>I noticed you/I thought you...</td>
</tr>
<tr>
<td></td>
<td></td>
<td>______________________________________</td>
</tr>
<tr>
<td></td>
<td></td>
<td>______________________________________</td>
</tr>
<tr>
<td><strong>I</strong></td>
<td>Impact</td>
<td>I felt/that was/what do you...?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>______________________________________</td>
</tr>
<tr>
<td></td>
<td></td>
<td>______________________________________</td>
</tr>
<tr>
<td><strong>N</strong></td>
<td>Next Steps</td>
<td>What would you do next time?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>______________________________________</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Next time I would try...</td>
</tr>
<tr>
<td></td>
<td></td>
<td>______________________________________</td>
</tr>
</tbody>
</table>
Step Up Work-Based Learning Credit at Your Company

Work-Based Learning (WBL) – an educational strategy in which students receive academic credit for work experience – helps prepares young people for college, professional and technical training, and careers.

Step Up interns can now earn a WBL academic experience credit from Minneapolis Public Schools during their Step Up internship at your organization. WBL enhances the internship experience by strengthening the connections between work, school and life, and by providing an additional layer of guidance from Step Up Job Coaches who are licensed teachers. We are doubling the number of Coaches this summer to increase support for interns and supervisors and deepen the quality of internships.

We anticipate that most Step Up interns will pursue WBL academic experience credit this summer.

Steps your company must take to allow your intern to earn WBL credit

In order for your Step Up intern to receive WBL credit for their internship, your company must complete a worksite safety check, additional documents, worksite visits and intern evaluations. Your Step Up Job Coach will help your intern navigate academic credit requirements, and our Step Up team will provide guidance and information throughout this process.

Step 1: Worksite safety check and documentation
- In April or May you will be contacted by a licensed teacher to schedule a required safety check at your worksite. (This may or may not be the person who will serve as your summer Step Up Job Coach).
- This individual will also provide required worksite safety forms that must be signed before internships begin on June 17. This will verify that your workplace is safe for interns and is in compliance with Minnesota child labor laws and the OSHA Federal Labor Standards Act.

Step 2: Certificate of Liability Insurance form due June 10
- Each employer must provide a Certificate of Liability Insurance form for proof of insurance coverage. This standard form can be obtained from your insurance carrier by your HR, operations or legal staff. Participation in WBL will not increase your insurance premiums.
- On the Certificate of Liability Insurance form, in the “Certificate Holder” box at the bottom, list Project for Pride in Living - Step Up, 1925 Nicollet Avenue, Minneapolis, MN 55043.
- * If you are an employer who utilizes City of Minneapolis payroll, you must ALSO list the city as a second certificate holder, as follows: City of Minneapolis - Step Up, 105 Fifth Avenue South, Suite 200, Minneapolis, MN 55401. *
- This document must be emailed to Amy Anlauf at stepup@ppl-inc.org by June 10.

Step 3: Step Up Job Coach initial worksite visit
- In May or June you will receive an email from our Step Up team introducing you to your summer Step Up Job Coach. Your Job Coach will then set up an initial worksite visit with you and your intern during the first two weeks of internships, which begin June 17.

Appendix: Work-Based Learning Credit
At your worksite visit, your Step Up Job Coach will walk you through the WBL process, answer any questions you have, and assist you with these **two final documents:**

**Intern Training Plan:** This training plan will be completed by the Step Up Job Coach and your intern during the first site visit. It outlines the skills your intern is expected to focus on during the internship and the evaluation plan that will assess progress towards these goals. You will review and sign this document with your Job Coach.

**Training Agreement:** This document will also be completed with your Job Coach. It details the responsibilities of supervisors, interns and their parent/guardian in supporting WBL and requires signatures from all three parties. **Here are the employer responsibilities outlined in this agreement:**

- [The employer will] provide a Work-Based Learning experience and supportive supervision for the length of this agreement.
- Will pay at least the state minimum wage for hours worked by the intern.
- Agrees to provide worker’s compensation and general liability coverage for the intern for all paid hours worked.
- Will instruct the intern in the competencies identified in the training plan provided and associated with their job requirements.
- Provide feedback to student and Step Up Job Coach on student performance.
- Will not exclude students from participation in the program on the basis of race, color, creed, religion, sex, national origin age, disability or marital status in regard to public assistance or any other protected groups under state, federal or local Equal Opportunity Laws.
- Will protect students from sexual harassment.
- Will provide students with safety training, safe equipment and 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 Minnesota Child Labor).
- Will properly train students before they operate any equipment

**Step 4: Summer Intern Evaluations**

- During the summer, Step Up Supervisors must conduct two evaluations of their interns. The Step Up Job Coach will support this process and make two site visits during the summer.
- Step Up interns must meet with their Step Up Job Coach at least two times during the summer.

**Roles of Step Up Job Coaches and Step Up Staff**

Before and during internships, the Step Up staff will continue to be your main contact for all matters related to larger organizational issues, concerns about your Job Coach or any other assistance you need.

**For more information, questions or concerns**

Contact Erin Martin, Step Up Manager of Employer Engagement, at emartin@achievempls.org or 612-455-1551.

*Step Up encourages all employers to make reasonable efforts to comply with these requirements.*

*If you are unable to meet these requirements despite reasonable attempt to comply,**

*you will still be able to participate in Step Up.*
Inexpensive used clothing for sale

**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
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 busing or dishwashing 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, 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
Proof of age is required for anyone under age 18 by having on record either:

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

Common Exceptions to Child Labor Laws

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

Minimum Age for Employment
- 14 years old
A place where youth KICK START their careers
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