

2019 Right Track Supervisor Handbook:

Supervising and Mentoring An Intern



**RIGHT
TRACK**

SAINT PAUL YOUTH EMPLOYMENT



Dear Supervisor,

Welcome to Right Track! Thank you for committing to host an intern this summer. Your commitment to supporting the growth of young people over the summer not only benefits each individual youth but will also have a long-term positive impact on our community.

Right Track interns have also made a commitment this summer to building their own skills and developing their professional networks. Interns will come to your worksite eager to learn and share their ideas. As a supervisor you will have the opportunity to help mold the positive work habits of our future workforce. Throughout the summer, your intern will look to you for guidance, support, and encouragement.

Right Track is here to support you throughout your supervisory experience. Supervising young people new to the workforce can be a challenge and we want to help you and your intern make the most of this experience and have a successful summer. Each intern and worksite will have a Job Coach assigned to them for the summer to provide support and guidance. You can contact your Job Coach with any questions. We've also put together this handbook as a resource for you. We encourage you to review each section and think about how you can help create a great learning opportunity for your intern this summer.

As we work together to prepare young people for the workforce, we encourage you to remember they can help you prepare for the future workforce. Utilize this opportunity to learn from your interns they can teach you about what the next generation of workers will want or expect from their employers.

Thank you so much for committing to help your intern have a positive summer learning experience. Together we can build a Saint Paul that works for all.

Sincerely,

The Right Track Team

**Portions of this handbook were developed by our colleagues at Step Up in Minneapolis.

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ABOUT RIGHT TRACK

Right Track's Vision

All Saint Paul youth are work-ready and valued by employers.

Right Track's Mission

To build Saint Paul's workforce by providing career-readiness opportunities and work experience for under-resourced Saint Paul youth.

Guiding Principle

All Saint Paul youth are assets and deserve a place in our city today and in the future.

Their future productivity and community contributions should not be predictable based on race or socioeconomic status.

Core Values

• Equity.

Youth deserve equitable access to opportunities for career readiness and employment, and Saint Paul's workforce should reflect the diversity of its city.

• Collaboration.

Business, government, education, philanthropy, the faith community, youth participants and their families must work together to create rich, successful Right Track experiences.

• Interdependence.

The satisfaction of and benefits for both youth participants and employers is critical to the success of Right Track.

• Quality.

Valuing quality over quantity ensures that Right Track has the resources to meet the needs of participants, employers and the community.

• Advancement.

Right Track values personal and professional growth for both participants and employers.



SAINT PAUL YOUTH EMPLOYMENT



THE YOUTH WE SERVE

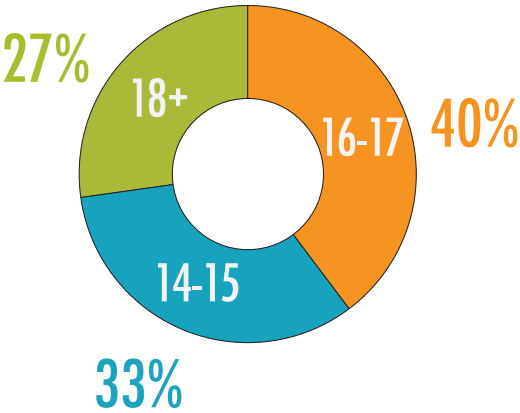
Right Track offers summer employment opportunities for Saint Paul youth ages 14 to 24 who are from a low-income household or have a barrier to employment. Last summer, Right Track provided over 600 Saint Paul youth with summer internships.



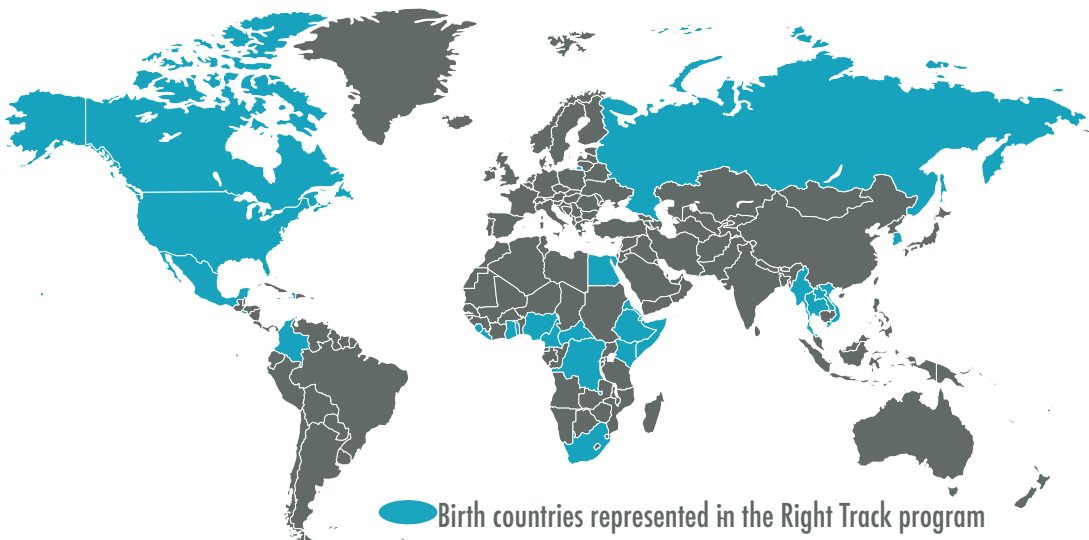
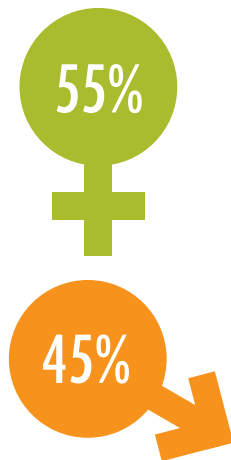
Over **90%** of youth participants receive free or reduced lunch

9.9% of interns reported having a disability
Right Track encourages participation by persons with disabilities

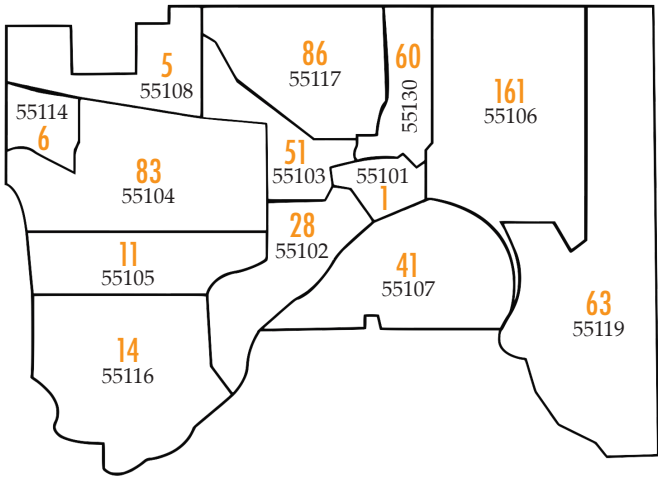
Age



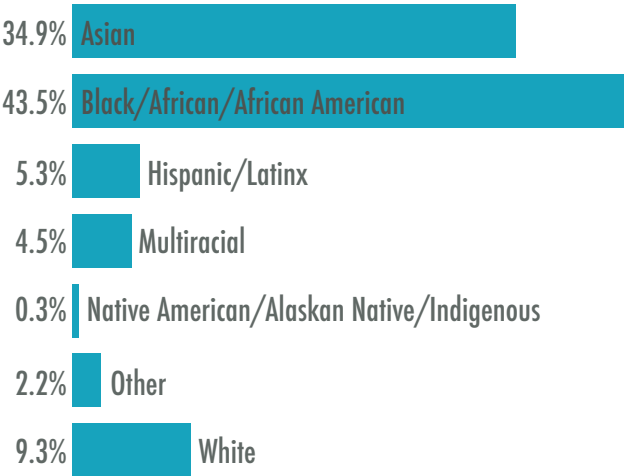
Gender



Zip Code



Race



JOB COACHES

Each intern-supervisor pair will have the support of a Job Coach. Your Job Coach will serve as your main point of contact for the summer. The Job Coaches will provide support in making sure the intern and supervisor have everything needed for a successful summer. Your Job Coach will reach out to you within the first week of the summer to introduce themselves.



Type of help Job Coaches can provide:

On-going Support

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

Acute Issues

Your Job Coach can help with any acute issues that arise with your intern over the summer such as trouble showing up on time or difficulty accepting constructive feedback.

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 easily be addressed. Building trust between you and your intern will help them talk to you about what is going on with them.

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 with you.

Keep in mind your Job Coach is there to support you and your intern in managing your relationship. Your Job Coach is not in a position to teach specific skills needed at your worksite.

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.

PREPARING FOR AN INTERN: WELCOMING ENVIRONMENT

Building a Welcoming Environment to Create Belonging

Creating a welcoming work environment is not a one time activity, it is an on-going attitude and approach rooted in a desire to include everyone. When done well, the impact of this work will be noticeable in the everyday motivation of the interns at your site.



WHY?

We know all humans need to feel safe and a sense of belonging before they can contribute and grow (Maslow). Now, imagine walking into a new space where everyone knows each other, is experienced in their role, and may look much different than you. Now imagine being expected to perform your best. That's a lot to ask any person, let alone a teen working in a new field for the first time.

Before interns can challenge themselves to develop their job skills and support others in the group their biological need to belong must be met. A sense of belonging is vital for teenagers success and as a result should be a priority for supervisors. This is not to imply that interns shouldn't be held to high standards or that supervisors shouldn't address performance and behavior concerns (see section 5). It is a reminder that interns, in particular, need to feel like they belong in a group to be successful. As a supervisor you can make that happen. We encourage you to utilize your colleagues to create an atmosphere that is fun and productive for everyone involved.

HOW?

Creating a welcoming environment is easy, but takes time and effort. Here are a few suggestions on how to help a Right Track intern feel welcome and a part of the team:

- Have their workspace ready (include a welcome sign or potted plant)
- Let co-workers know the interns are starting, ask them to show enthusiasm about their presence
- Promote a bias free work environment
- Use respectful language
- Avoid sarcasm
- Do ice breakers and name games to get to know each other and build trust and comradery
- Plan opportunities for interns to connect
- Ask them about themselves, learn about their interests
- Be prepared to share about yourself
- Do a quick check-in every day (how are you today?)
- Continue to meet throughout the summer
- Encourage your peers to regularly interact with your intern

ADOLESCENT DEVELOPMENT

In addition to developing employment skills this summer, interns are also experiencing significant physical, mental, and emotional changes as they navigate adolescence. Adolescence is marked by a significant change for young people both physically and emotionally. While no two people are the same we do know, generally, what types of changes many of the interns are experiencing during their internships. Here are some examples of what is changing and the impact it often has on teen behavior. A quick reminder that stress, fatigue, or external challenges can impact just about all of these changes and how young people react to them.

Typical Changes During Adolescence	Typical Teen Responses to Changes
Brain beginning to develop stronger links between the hippocampus, a sort of memory directory, and frontal areas that set goals and weigh different agendas.	Teens begin developing ability to integrate memory and experience into their decision making. Developing the ability for abstract thinking
The teen brain is learning to use its new neural networks.	While creating new ways to learn and think it can also create inconsistency in behavior as neural networks are developing, sometimes resulting in erratic behavior.
Teens participate in increased risk taking, not because they don't understand consequences, but because the teen brain weighs risk vs. reward differently than the adult brain, usually placing a higher value on reward than risk.	Teens willing to push boundaries more than adults to try new things and discover new opportunities / solutions. What may seem like "common sense" to an adult, is not perceived the same by a teen.
The teen brain is especially attuned to oxytocin, a neural hormone, which (among other things) makes social connections more rewarding than most interactions.	Building relationships is often a top priority. This focus can be an asset in building supportive relationships, or developing communication and team work skills.
Teens gravitate toward peers to invest in the future rather than the past. They enter a world made by parents, but will live and prosper (or not) most of their lives in a world run and re-made by their peers.	Acceptance / respect from peers often takes precedence over pleasing adults to earn their respect or acceptance.
Developing personal sense of identity and value system and learning about how the two are related.	Open to trying new things, discussing ideas and concepts, pushing accepted norms. Can result in drastic changes in social choices, attitudes and beliefs.
Increasing sense of independence from family / caregivers combined with taking on more responsibilities begins the creation of self-reliance and self-efficacy	Excited to give something to their community, renegotiating their relationship with caregivers / adults, ready to take on new challenges, and prove they are capable.
Bodies are maturing, often rapidly changing.	Adjusting to a new physical sense of self, discovering sexuality, and learning to manage the often dramatic shift.
Circadian rhythms of adolescents are dramatically different than younger children and adults, causing a sleep-wake cycle that is not inline with most of society.	Have a harder time waking up or falling asleep (even if tired). This lack of sleep can impact their ability to learn or remember new concepts, and cause irritability.

YOUTH PROGRAM QUALITY

The Youth Program Quality Assessment (YPQA) tool was created by the David P. Weikert Center for Youth Program Quality to help programs understand the key ingredients needed to create a positive learning environment for the young people involved.

To provide a quality environment for youth each level of the pyramid should be met, with each level building on the level below it. To demonstrate how this applies to an internship program we've included suggestions on how you could meet the standards for an intern this summer.

Not all categories will be met based on the uniqueness of each intern's work responsibilities.

Engagement

Plan: Interns plan projects and determine how to accomplish tasks.

Choice: Interns make process choices about their work (roles, tools, presentation plan).

Reflect: Supervisors engage interns in reflection regularly throughout the internship.

Interaction

Lead: Interns given the opportunity to facilitate an activity or a meeting.

Collaborate: Interns are given the opportunity to work with others toward a shared goal.

Adult Partners: Supervisors provide explanation for expectations or direction given to interns.

Belonging: Interns and supervisors participate in team building activities throughout the internship.

Supportive Environment

Warm Welcome: Interns are greeted and welcomed daily as they arrive.

Reframing Conflict: Conflict is calmly met and interns involved in deciding the resolution.

Skill Building: Supervisors break complex tasks into simple, specific steps.

Encouragement: Supervisors ask open-ended questions inviting interns to share their opinions.

Session Flow: Interns have ample work, clear instructions, and adequate resources.

Active Engagement: Projects include a balance of concrete and abstract learning.

Safe Environment

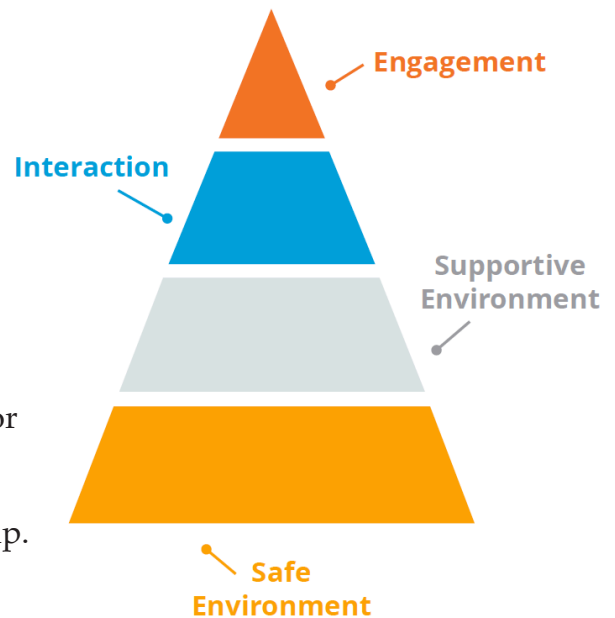
Emergency Preparedness: Interns know the plan in case of an emergency.

Nourishment: Interns have a space to store food and access to water.

Accommodating Environment: Interns have a designated workspace.

Healthy Environment: Workspace is clean and free of hazards.

Emotional Safety: Bias free, positive environment, mutual respect.



PREPARING FOR AN INTERN: PREPERATION TIPS



How to Prepare for a Right Track Interns Arrival

1. Know what projects they will work on for the summer (see Section 3 Developing an Intern).
2. Create an internship calendar
3. Plan and prepare for orientation
4. Recruit a mentor, or prepare to become a mentor
5. Inform colleagues a Right Track intern will be starting soon, invite co-workers to join introductions during orientation
6. Schedule time for connections with other departments to help build context for their role and the work
7. Allow time for the intern to participate in Right Track sponsored enrichment activities
8. Utilize Right Track support staff
9. Plan or attend an end of the summer recognition event

What to Expect the First Day/Week of Work:

Welcome intern with excitement and provide a tour of facilities (i.e.:workspaces, breakrooms, restrooms, etc.). Be sure to review workplace expectations (i.e.: attire, use of phone, noise level, personal computer use).

Introductions

(include as many colleagues as possible)

- Plan team-building and “get-to-know you” activities
- Prepare an overview of who to ask for help – be specific

Work Responsibilities

- Review the job description and discuss creating the intern’s growth contract
- Set individual goals for the summer

Attendance and Timeliness

- Teach intern how to record their time worked (timesheets)
- Let intern know who to contact if they will be late or absent
- Explain policy on being late to work and the consequences

Work Breaks

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

Sample Orientation Schedule

9:00 Welcome & Introductions (Ice Breakers)
9:30 Organization Overview
9:45 Office Tour & Introductions to other staff
10:15 Policies and procedures
10:45 Position Descriptions
11:00 Break
11:15 Summer Calendar, Goals & Long Range Projects
12:00 Ice breaker
12:15 Basic Expectations Signing In & Out (timekeeping) What to do if sick or late
Dress code Building expectations
12:45 Schedule for the rest of the week
1:00 Dismiss

DEVELOPING AN INTERN: SKILLS AND STRENGTHS

Internships when done best are a reciprocal relationship between the intern and the organization. It can be seen as a 50/50 split, the intern completes work and also receives ample opportunities to learn from the entire experience. The internship should center around the intern.

Developing Skills and Strengths

Right Track is designed to help young people build the skills they need for future success. Supervisors can help interns develop hirability skills while they perform the concrete skills associated with their job description. MHA Labs, a partner of Right Track, has developed a “Winning at Work” framework—a set of 12 skills proven to drive employer satisfaction. Through years of data analysis, MHA Labs employer research has revealed a strong correlation between these 12 core work skills and whether or not an employer would rate a youth as hireable. At the end of the summer, supervisors will assess interns on the 12 Hirability Skills, and interns will complete a self-evaluation to measure the impact the program has on these key skills

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

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

How Should I Utilize These Skill Items with an Intern?

Right Track uses this framework to help evaluate the individual success of interns as well as the overall impact of the program, and encourage supervisors to utilize this tool with interns. We encourage you to use the skills framework for mid and end of the summer evaluations. These conversations provide an opportunity to debrief an intern’s performance on the entire set of skills and to communicate strengths and growth areas.

Supervisors can also use this framework during weekly or bi-weekly check-ins. Pick a skill area that needs development each week and focus on helping an intern develop that skills. Example: “next week we are going to work on teamwork, so lets both play close attention to how you actively seek to help your co-workers and we can give each other examples of how you were successful during our check-in next week.”

DEVELOPING AN INTERN: WORK HABITS

The example you and your co-workers provide is the best method of teaching work habits to any intern. Remember to be clear, concise, and consistent in your expectations and responses to successes and struggles throughout the internship. The following outlines some key steps a supervisor may take to ensure the development of positive work habits.

Be clear about workplace expectations

- Working scheduled hours
- Being punctual and in attendance daily
- Coming to work appropriately groomed and dressed (explain what appropriate grooming and dress means for your work setting)
- Using language and vocabulary appropriate to the work setting
- Notifying you (or your designee) if they will be late or absent
- Limiting social time

Set high standards of behavior and performance

- Make sure interns are aware of these standards
- Make sure interns can carry out the necessary tasks to reach the standards
- Take pride in the interns work and progress

Get to know the intern as an individual

- Speak with your intern about how they are doing on the job
- Advise them on ways to improve job performance
- Give recognition

Provide immediate feedback

- If there is a performance issue, address it right away (see Section 5 Communicating with Your Intern)
- Utilize work plans, MHA Labs, and goals to provide weekly/bi-weekly feedback
- Don't let personality traits influence you in judging performance
- Check yourself -- were instructions clear? were expectations reasonable? were you being fair?
- Emphasize strengths

Allow time

- In your schedule to provide support and answer questions
- In the interns schedule to learn new skills
- For opportunities to explore career opportunities and learn from your peers
- Reflect on what was learned

Developmental Suggestions

1. Interns are more open to trying new things and are developing their sense of self, utilize this openness to help them develop good work habits.
2. Interns are developing the ability to integrate memory and experience into their decision making, this is a new process for them and will require multiple chances to get it right.
3. Changes in the brain at this age create inconsistent behavior and as a result interns need calm repetitive reminders.
4. At this age, interns are looking to become independent and to give back to their community, utilize this to find ways they can help (or support others) while building their skills.

DEVELOPING AN INTERN: SUMMER GROWTH GOALS

Setting goals and creating plans to achieve them is a vital step in creating a successful internship. Together you and the intern should talk about what skills the intern wants to develop and what projects or tasks at the worksite can help them do so.

Summer Growth Goals

Help an intern reach their summer growth goals by using SMART goals as a guide. Not only will setting, working towards, and attaining goals help your intern build job skills, the process itself is a learning experience they can take with them in school, work, and life.

S	M	A	R	T
Specific	Measurable	Attainable	Relevant	Timely
State exactly what you want to accomplish (Who, What, Where, Why)	How will you demonstrate and evaluate the extent to which the goal has been met?	Is the goal reasonable, but still a challenge?	Is the goal worthwhile and will it meet your needs?	Set one or more target dates to guide your goal to successful completion

Project Goals

Also known as a work plan, project goals are related to the tasks that the worksite needs completed by the intern. To ensure the work being completed for the organization aligns with the intern's growth goals, the intern and the supervisor should identify what projects relate or can be modified to help the intern achieve their summer growth goals.

Professional Development

Learning new skills doesn't always have to come from on the job training. Help the intern set up professional development learning opportunities. You can send the intern to a training offered by Right Track or your organization, or you can connect them with a peer who has different skills or experiences from you.

Hirability Core Skills

MHA Labs Hirability Core Skills are the basic competencies young people need to be successful at work now and in the future. This tool is set up to help supervisors and interns have a conversation about how well they are doing and what areas could use improvement, as well as demonstrate growth throughout the summer. At the end of the summer Right Track will ask supervisors to report on each of their interns using this scale in an online survey. A paper version is available on page 30 for your review or use throughout the summer.

DEVELOPING AN INTERN: RESILIENCY

Resiliency is the ability to bounce back or recover quickly from set backs or difficulties. Some of the interns you work with this summer will already be very resilient, while others may need more help developing their resiliency abilities. The great thing about developing resiliency is that even if you have some skills learning about or developing more will only help. All humans have the ability to develop and strengthen their resiliency.

Core Points Essential to Resilience

- Young people need adults who believe in them unconditionally and hold them to the high expectations of putting in a good effort and of being compassionate, generous, and creative.
- What we do to model healthy resiliency strategies for young people is more important than anything we say to them or about them.

Competence is the ability or know-how to handle situations effectively. Competence is acquired through actual experience and developing a set of skills that allows interns to trust their judgment.

Character

Young people need a fundamental sense of right and wrong to ensure they are prepared to make wise choices, contribute to the world, and become stable adults. Youth with character enjoy a strong sense of self-worth and confidence.

Control

When young people realize that they can control the outcomes of their decisions and actions, they're more likely to know that they have the ability to do what it takes to bounce back. A resilient young person knows that they have internal control. By their choices and actions, they determine the results.

Confidence

Young people need confidence to be able to navigate the world, think outside the box, and recover from challenges. True confidence—the solid belief in one's own abilities—is rooted in competence.

Contribution

Young people who understand the importance of personal contribution gain a sense of purpose that can motivate them.

Coping

Youth who learn to cope effectively with stress are better prepared to overcome life's challenges. The best protection against unsafe, worrisome behaviors is a wide repertoire of positive, adaptive coping strategies.

Source: Adapted from American Academy of Pediatrics, 2014. From Reaching Teens: Strength-Based Communication Strategies to Build Resilience and Support Health Adolescent Development.

SUPPORTING AN INTERN: SUPERVISION

Right Track relies on site supervisors to make the program great. Each individual intern's experience is immeasurably impacted by the quality of supervisor they have. We are relying on you to set the tone and help prepare youth for the workforce.

Youth Development Reminders:

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

General Supervision Reminders

Stay positive during interactions with interns, people generally respond better to patient instruction than they do to criticism or sarcasm. Ensure interns know who is responsible for providing them with direction and who to go to with questions. Always demonstrate respect, honesty, positive communication, and reliability in the work place.

Lead by example. For example, if you expect the intern to not use their cell phone throughout the day, then you should also not use your cell phone throughout the day. Right Track interns are most successful and gain the most from their internship when they see the broader contexts of their work.

Dedicate time to discuss the interconnections of different roles and responsibilities in the organization to its primary business or mission. Take the intern on a tour of another department that is immediately related to the intern's job duties.

Organize a lunch with members of a related department to help an intern understand interconnections between departments. Take the intern on a tour of another organization or worksite.

SUPPORTING AN INTERN: SUPERVISION continued

Provide Instruction

When giving instructions, do not assume that an intern knows how to do the job. Be as clear as you can about who, what, where, when, why, and how.

- Who should carry out the work and is responsible for it
- What is supposed to be done and what is expected to happen
- Where the task is to be completed
- When the task is to be completed
- Why the task needs to be accomplished
- How the task needs to be done -- have patience with the youth while teaching tasks -- you may have to show them more than once if the task is new

Delegate Responsibility

- Be sure interns understand they are doing a task that is important to the supervisor and the organization and agree to complete the assignment
- Give youth the resources, equipment and authority to do the job properly
- Allow the intern a reasonable amount of time to finish
- Provide feedback upon completion, demonstrating support and trust in areas that need improvement, encourage the intern to present solutions

Be Consistent

Remember a failure to consistently enforce expectations makes unacceptable behavior acceptable.

Be consistent in your:

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

Set Professional Boundaries

Teach and respect personal and professional boundaries. Help interns learn healthy workplace boundaries. Supervisors should not:

- Loan money to interns
- Engage in personal counseling of interns
- Initiate contact with interns outside the workplace without parental consent
- Undermine parental authority
- Supervisors should know how to make referrals for personal issues that may arise. If you're unsure of how to help, contact your Job Coach for support.

SUPPORTING AN INTERN: CRITICAL FEEDBACK AND IMPROVEMENT

Providing feedback, particularly about improvement, can be difficult. As a supervisor you can make it easier on yourself by developing a healthy work relationship with your intern, making expectations clear, and meeting regularly to discuss performance, provide support, and offer a time for questions. For more suggestions on how to have difficult conversations see Section 5 Intern Communication.

Use the COIN Model to Provide Feedback

When you need to provide feedback to an 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 an intern.



It's important to provide **context** for the feedback so your intern understands the specific instance you're referring to and why it matters.



Describe the specific work behavior, good or bad, that you **observed**.



Explain how the observable behavior **impacted** the business in a positive or negative way.



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 buy-in.

Performance Improvement Plans

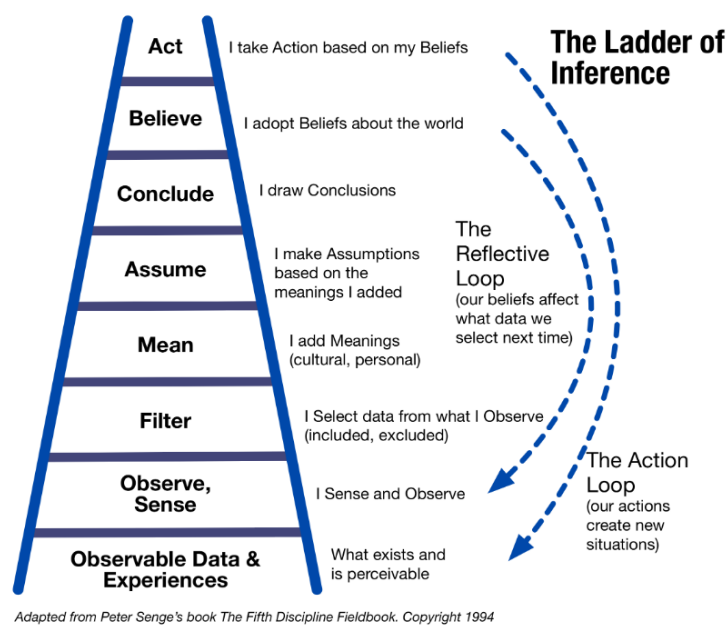
Performance Improvement Plans work to correct unacceptable behavior such as absenteeism, tardiness, poor performance or personal phone use. Usually verbal or written warnings, and occasionally, suspensions are appropriate responses to these kinds of behaviors. All warnings, including verbal warnings, must be documented using the Intern Performance Improvement Plan, found on the Right Track website. A copy must immediately be sent to your Job Coach and a copy should be kept in your files. In very rare cases immediate termination may be necessary. A gross offense such as theft, physical assault, possession of a weapon, threatening language or intoxication may be grounds for immediate dismissal. Please discuss this with your Job Coach or the program manager before terminating an intern.

Remember your Job Coach is here to help you manage or discuss any disciplinary problems as they arise.

COMMUNICATING WITH INTERNS: EFFECTIVE COMMUNICATION

Effective communication involves understanding our own biases and coming to the conversation eager to listen and learn from our co-workers. When communicating with interns remember that you both have different experiences and as a result different beliefs and understandings on how things work. A useful model in helping understand how two people can see the same event and come to very different conclusions is “The Ladder of Inference.”

This model demonstrates how every human moves quickly through an unconscious process based on individual experiences and beliefs that reinforces how you view a situation while someone else can experience the same situation and draw different conclusions.



Each individual conclusion then reinforces and determines how we understand future events. One way to disrupt this cycle when communicating is to utilize the “Stances of Inquiry” model. This model encourages people to be open to new ideas, participate in self reflection and ask each other non-judgmental questions.

Be curious instead of making assumptions		Try mutual exploration when you disagree	
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.		Avoiding anger and engaging in a dialogue to jointly consider the issue at hand allows for greater learning by both parties and can identify and resolve the root of many challenges.	
Stances of Inquiry Effective Communication			
Use self reflection when feeling defensive		Ask questions - rather than judging	
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.		All parties thrive when we abandon quick judgement and instead pursue a journey of learning together. Keep in mind that we all have different professional and personal experiences, try to fill any gaps for yourself or your intern to focus on improvement.	

COMMUNICATING WITH INTERNS: LEARN MODEL

The LEARN Model of Communication can be a useful tool when communicating in the workplace. The LEARN Model provides five key steps to help you, the supervisor, navigate and overcome communication barriers that may arise as a result of cultural differences (race, ethnicity, gender, age, ability, LGBTQ, religion). The steps help you both take the time to understand the other person's perspective and then together find a solution. Sometimes you may only take a few minutes to go through this process, and other times it may take a while. The goal is to keep an open mind and help find a bridge that will be beneficial for the intern, the supervisor, and the employer. This model works best when remembering the concept of the ladders of interference and adopting stances of inquiry. Together these three concepts help you, the supervisor, set a tone of acceptance and understanding when communicating with your intern. Right Track encourages you to not only use these models, but also teach them to your interns throughout the summer so they can develop positive workplace communication skills.

Here is an example on how you might use the model:

Your intern has come with you to an important meeting with a client. The intern has no significant role during the meeting and when you look over, you notice that they are texting someone. You need to have a follow up conversation about this being inappropriate in this setting.



Listen Explain Acknowledge Recommend Negotiate

L - Listen with empathy and understanding to the person's perception of a situation

Text messaging is a norm for young people. Many young people do not consider it impolite to be texting while they are having conversations or in other in the company of others. They may also not be familiar with the culture of your company's work environment.

E - Explain your own perception of the situation

Tell your intern that at this workplace texting is not an appropriate activity during a meeting. Give some background as to why this is the case. Allow your intern time to explain why they were texting and why they felt it was alright to text during the meeting.

A - Acknowledge and discuss the differences and similarities

Be sure to be kind about discussing the differences you and your intern have. You may want to acknowledge that you understand that your intern's values are likely different than what your employer values and that this is where the conflict generally lies.

R - Recommend solutions

Brainstorm ways that your intern could stay connected with friends without compromising the values of your organization.

N - Negotiate an agreement

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

COMMUNICATING WITH INTERNS: DIFFICULT CONVERSATIONS

As you prepare to meet with your intern about their performance at work remember that your words, body language, and approach all matter in the delivery. The models discussed on the previous pages will help you through the conversation.

Here are a few more tips:

- Prepare for the meeting, have specific examples ready, do not wing it or use generalizations
- Show engagement and openness through your body language
- Fight the instinct to make assumptions, jump to conclusions, or accuse the intern—remember to use stances of inquiry
- Give the intern multiple opportunities to speak or share their perspective, if they are nervous or unprepared give them time to think about the situation
- Talk less than the intern
- Validate their feelings, listen to why they are having a difficult time
- Stay positive, focus on how things can be better
- Communicate respect and support in both your words, body language, and potential solutions
- Discuss and reach solutions together
- Remember it is not about winning, but about developing your interns skills and abilities for their future

Youth Development Reminders!

Many interns experience social anxiety and have a desire to do well and fit in with their peers. This may play a role in how they receive any direction or feedback you are trying to provide them.

Some youth weigh risks and rewards differently than adults, this can result in consequences not having the same impact you hoped they would. Work with your intern to determine a course of action for improvement, their buy-in will lead to a better result for everyone.

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

Fight, Flight, or Freeze - Common Reactions to Stress

Fight - a natural reaction for many people is to defend themselves or their actions. This is particularly common with young people who are still developing their communication skills. Giving the youth time to express or share their point of view without judgment will make them more likely to help you find a solution to the current issue and open up to you later as other issues arise.

Flight - many people try to avoid conflict, this can be true of young people as well. For teens who know they have done something wrong it is often difficult for them to come back to work. Continue to reach out to the intern if they are struggling and help them understand it is alright to make mistakes especially if you take the time to learn from them.

Freeze - shutting down during a conversation about performance is a common occurrence. If the intern is barely responding or not responding at all give them some time. Ask them if it is alright to take a break and start again in a few minutes. Allow them time to reflect on their own and remember to encourage the intern and highlight their strengths throughout the conversation.

MENTORING AN INTERN: SHARING YOUR EXPERIENCES

Importance of Mentoring an Intern

Right Track interns are like real employees in many respects, but they need and benefit from additional guidance about succeeding in the working world and achieving their career aspirations. For this reason, each intern should have a mentor throughout the summer.

Right Track interns are young people on the verge of making important life decisions about their education and employment futures. Sharing your experience and wisdom can be an extremely beneficial aspect of the interns experience. Remember as you share your experience that all people have unique paths that lead them to their current position, introduce the intern to colleagues who have different experiences from yours. The goal is to demonstrate the traditional and not traditional paths people take during their careers.

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?

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?

Utilize Your Network to Enhance their Experience (Informational Interviews and Job Shadows)

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

Possible Career Paths in Industry

Assign your intern to map out some potential career paths within the industry. Help your intern explore the range of positions in the industry, along with information about job responsibilities, educational requirements, salary, and changes in the industry that may affect positions.

MENTORING AN INTERN: DEVELOPMENTAL RELATIONSHIPS

Over the course of the summer you and your co-workers will build a relationship with your intern, it may be strictly focused on work and performance, or you may take on a mentorship role. Right Track encourages you to develop a mentoring relationship with your intern and to utilize the Developmental Relationships Framework from Search Institute to help guide you through the mentoring process.

Young people are more likely to grow up successfully when they experience developmental relationships with important people in their lives. Developmental relationships are close connections through which young people discover who they are, cultivate abilities to shape their own lives, and learn how to engage with and contribute to the world around them. Search Institute has identified five elements - expressed in 20 specific actions - that make relationships powerful in young people's lives.



Elements	Actions	Definitions
1. Express Care Show me that I matter to you.	<ul style="list-style-type: none"> • Be dependable..... Be someone I can trust. • Listen..... Really pay attention when we are together. • Believe in me Make me feel known and valued. • Be warm..... Show me you enjoy being with me. • Encourage Praise me for my efforts and achievements. 	
2. Challenge Growth Push me to keep getting better.	<ul style="list-style-type: none"> • Expect my best Expect me to live up to my potential. • Stretch Push me to go further. • Hold me accountable ... Insist I take responsibility for my actions. • Reflect on failures Help me learn from mistakes and setbacks. 	
3. Provide Support Help me complete tasks and achieve goals.	<ul style="list-style-type: none"> • Navigate..... Guide me through hard situations and systems. • Empower Build my confidence to take charge of my life. • Advocate..... Stand up for me when I need it. • Set boundaries Put in place limits that keep me on track. 	
4. Share Power Treat me with respect and give me a say.	<ul style="list-style-type: none"> • Respect me Take me seriously and treat me fairly. • Include me Involve me in decisions that affect me. • Collaborate Work with me to solve problems and reach goals. • Let me lead Create opportunities for me to take action and lead. 	
5. Expand Possibilities Connect me with people and places that broaden my world.	<ul style="list-style-type: none"> • Inspire Inspire me to see possibilities for my future. • Broaden horizons Expose me to new ideas, experiences, and places. • Connect..... Introduce me to people who can help me grow. 	

MENTORING AN INTERN: CULTURALLY SMART RELATIONSHIPS

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

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

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

Culturally Smart is NOT:	Culturally Smart is:
<ul style="list-style-type: none">• A trivia game of who can list off the most facts of a culture• Limited to only race and ethnicity• About making zero mistakes• One-sided: learning only about another culture• A destination	<ul style="list-style-type: none">• An ongoing process of learning about other cultures• Being aware of the many aspects of culture• About having the courage to make mistakes and wisdom to learn from them• Multi-faceted: learning about another culture and about yourself• A journey

The Goals of Culturally Smart Relationships

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

Relationship-Building Guidelines:

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

MENTORING AN INTERN:

IMPLICIT BIAS

Implicit bias is the mind's way of making uncontrolled and automatic associations between two concepts very quickly. In many forms, implicit bias is a healthy human adaptation — it's among the mental tools that help you safely navigate your day. Unfortunately, because it makes uncontrolled associations it can quickly lead you to make misguided decisions about people.

Humans see age and gender and skin color: That's vision. Humans have associations about these categories: That's culture. And humans use these associations to make judgments: That is habit— something you can engage in without knowing it.

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.

Pay attention to your successful peers, ask them for advice

We all know co-workers who connect with and support the success of everybody. Consider how they manage their own biases. How do they get to know people as complex individuals? How do they build trust? Through conscious reflection, you can isolate and track practices that interrupt bias.

Stop tone policing

Blogger Maisha Johnson defines tone policing in this way:

"When marginalized people speak up about our struggles, and people from more dominant groups focus not on what we said, but how we said it." To challenge implicit bias, we must listen to the voices of colleagues who have been underestimated or misjudged. Often, however, when people of color are brave enough to name bias, they hear that they're "too emotional" or "making things up." There's nothing made up about implicit bias. Learn from those who have the courage to speak up.

Tune into implicit bias at your work

Ask yourself these questions:

- Where do I see implicit biases playing out at our worksite?
- What fear or apprehension do I have about addressing this issue?
- How can I be an ally to colleagues, students, and families who experience bias?

MENTORING AN INTERN: MICROAGGRESSIONS

In our roles as supervisors and mentors, as well as co-workers and neighbors we are all likely to be involved in some form of microaggressions. In our work as Right Track supervisors it is important that we not only think about how we participate or don't in microaggressions, but also how we teach and model the behavior to the young people watching us.

Microaggressions are brief, everyday exchanges that send denigrating messages to certain individuals because of their group membership. They are often behaviors or statements that do not necessarily reflect malicious intent but which nevertheless can inflict insult or injury.

Some people hear about microaggressions and think that they are no big deal, but public health researchers have proven that regular discrimination has long-term health effects on its recipients. Many people compare microaggressions to little cuts or bug bites, individually they are not a big deal, but overtime they add up. Basically, when people are repeatedly dismissed, alienated, insulted and invalidated it reinforces the differences in power and privilege and perpetuates racism and discrimination.

Tips for Confronting Microaggressions:

Everyone Involved

- Model the behavior you want from the person or people you are confronting.
- Avoid being sarcastic, snide or mocking.
- Remember that the goal is to educate. It's not about winning or making someone feel bad or wrong. It's about helping them understand something from a different perspective.
- Keep the focus of the conversation to the behavior or event, not the individuals involved.

Target of Microaggression

- Ensure you are safe from any physical or emotional immediate harm.
- Consider the context of the situation and if or how you want to address it.
- Take care of yourself, cultivate a peer group you can process incidents with.

Bystander to Microaggression

If no one else says something, say something. Speak for yourself, "Here is why I am offended, upset, or hurt by your comments..." don't speak for others.

Instigator of Microaggression

- Try not to be defensive, be open to learn and listen.
- Acknowledge the you've hurt the target or bystander, and apologize sincerely.
- Reflect on where the idea came from and how to avoid it in the future.
- Take responsibility for understanding your own privileges and prejudices.

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

APPENDIX:

ADDITIONAL RESOURCES

Here is a collection of websites, articles, and videos that may be helpful for you in your role as a supervisor this summer. Some of the information is good for you, some the intern, and many both of you. In addition to the information provided in this handbook you can call your Job Coach for assistance or ideas.

Youth Development

[Center for Youth Program Quality](#)

[University of Minnesota Extension—Center for Youth Development](#)

[Teenage Brains, by David Dobbs—National Geographic](#)

[How to Effectively Manage Teen Employees, Chad Halvorson](#)

[Fostering Resilience](#)

[Building the 7 Cs of Resilience in Your Child](#)

Communication

[Celeste Headlee 10 ways to have a better conversation \(TedTalks\) \(11:44\)](#)

[Katherine Hampsten: How miscommunication happens \(and how to avoid it\) \(Ted Ed\) \(4:32\)](#)

[Julian Treasure: Which of these habits is keeping you from being a great communicator?](#)

Diversity, Equity & Inclusion

[Retraining the biased brain—American Psychological Association](#)

[Five Keys to Challenging Implicit Bias—Edutopia](#)

[Teaching Tolerance](#)

[Project Implicit](#)

[Perception Institute](#)

[Verna Myers: How to overcome our biases? Walk boldly toward them \(Ted Talk\) \(17:53\)](#)

[The Green Lining Institute](#)

[Dushaw Hockett: We all have implicit biases. So what can we do about it? \(TEDx\) \(1:19\)](#)

[Did you really just say that? Rebecca A. Clay \(microaggressions\)](#)

[LISTEN: How Do You Respond to Microaggressions? \(YouTube\) \(4:34\)](#)

[Touré: The internal response to racial slight \(YouTube\) \(5:27\)](#)

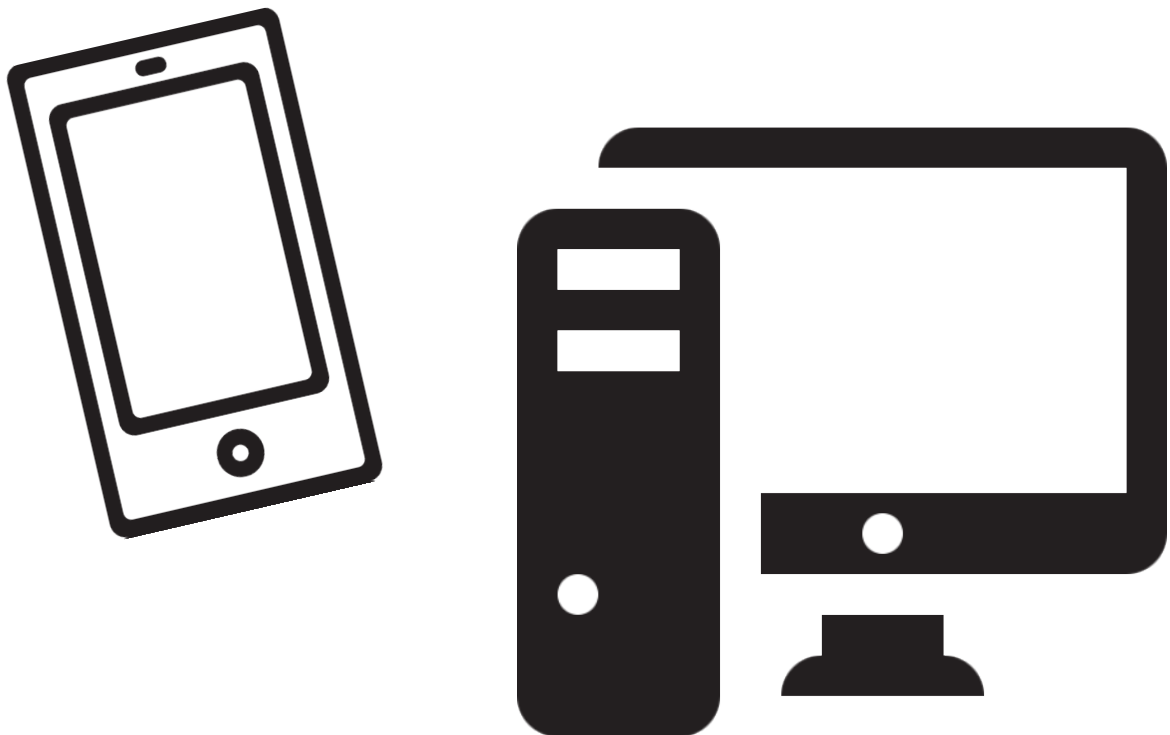
APPENDIX:

CELL PHONES, TEXTING AND EMAIL

Every work place has its own expectations regarding personal use of company technology and cell phones. It is a good idea to make the guidelines regarding personal phone calls, texting and emails very clear on the first day. Although it may seem obvious that making or receiving cell phone calls and/or texting during work is not a good idea, young people working in a professional environment for the first time may not know this. The lines between personal life and school life are often blurred. Learning the lines between personal and professional life is often new territory for interns to explore.

Right Track recommends a strong and clear policy regarding cell phones, texting and email. Let the intern know when and where they are allowed to initiate and receive personal phone calls and/or texts. For example, during their break time in the lunch room. If the rules are made clear it will be less of an issue.

Finally, if you have guidelines for cell phone usage while working, please ensure that all of the employees working with interns are setting a good example of how to follow these guidelines. A regular area of confusion for interns is when they are told to “behave” one way and see their supervisors and mentors behaving another.



APPENDIX:

CHILD LABOR LAWS

The City of Saint Paul's Right Track program asks that you be aware of any labor restrictions associated with your Right Track intern. Please remember and abide by these important Child Labor restrictions.

Labor Restriction for 14-15 year olds:

- Youth cannot work more than 8 total hours in a day
- Work must be performed between the hours of 7 a.m. and 9 p.m.
- Youth cannot operate power-driven machinery including circular saws, table saws, power driven snow blowers, lawn mowers and powered gardening equipment

Labor Restrictions for youth under the age of 18:

- Work must be performed between the hours of 5 a.m. and 11 p.m.
- Youth cannot work around hazardous materials, construction or building projects, operating power-driven machinery (circular or radial saws), forklifts, etc.
- Youth cannot work in building maintenance or repair higher than 12 feet above the ground or floor level
- Youth cannot dispense or handle intoxicating liquors or work in rooms where liquor is served or consumed

For more information visit

<http://www.dli.mn.gov/business/employment-practices/teen-worker-wages-hours-safety-health>

If you have any questions or concerns about the Child Labor Laws and restrictions that apply to your Right Track interns, please contact Shaina Abraham at shaina.abraham@ci.stpaul.mn.us

APPENDIX:

CLOTHING RESOURCES FOR YOUTH

Saint Paul Resources for Business Casual Clothing

INEXPENSIVE CLOTHES

Salvation Army Family Store

1907 Suburban Ave, Saint Paul, MN 55119

Savers Thrift Store

TIP: Donate an item (anything) to Savers, and you will get a 25% off coupon to shop in the store!

Unique Rice: 1657 Rice Street, Saint Paul, MN 55117

Value Thrift Sun Ray: 2145 Hudson Road, Saint Paul, MN 55119

Goodwill

TIP: There is \$1.50 tag sale on Sundays and Mondays!

Saint Paul: 1239 University Avenue West, Saint Paul, MN 55104

West Saint Paul: 1361 South Robert Street, West, Saint Paul, MN 55118

Saint Paul Outlet: 553 Fairview Avenue North, Saint Paul, MN 55104

Second Debut: 1825 University Avenue, Saint Paul, MN 55104

FREE CLOTHING (Call in advance to confirm availability and hours)

Dress for Success (women only):

1549 University Ave W # 1, St Paul, MN 55104

Phone: 651-227-7669

Face to Face's SafeZone (ages 14-20):

130 E. 7th St, Saint Paul MN 55101

Phone: (651) 224-9644

Martha's Closet (women only; must be referred):

500 Cedar Street, Saint Paul MN 55101

Phone: (651) 457-7722

Saint Thomas More Swap Shop:

1079 Summit Ave, Saint Paul, MN 55105

Phone: (651) 227-7669

Union Gospel Mission:

77 9th Street East, Saint Paul, MN 55101

Phone: (651) 228-1800



Working Impact Employee/Intern Performance Review



YOUR INFORMATION:

First Name: _____

Last Name: _____

Best Contact Email: _____

Company Organization: _____

Title / Role: _____

COMPANY LABOR MARKET SECTORS:

Please select the labor market sector(s) aligned to this intern employees job position.

- | | |
|--|--|
| <input type="checkbox"/> Architecture and Engineering | <input type="checkbox"/> Healthcare Support |
| <input type="checkbox"/> Arts, Design, Entertainment, Sports, Media | <input type="checkbox"/> Installation, Maintenance, and Repair |
| <input type="checkbox"/> Building and Grounds Cleaning and Maintenance | <input type="checkbox"/> Legal |
| <input type="checkbox"/> Business and Financial Operations | <input type="checkbox"/> Life Physical and Social Sciences |
| <input type="checkbox"/> Community and Social Service | <input type="checkbox"/> Management |
| <input type="checkbox"/> Computer and Mathematical | <input type="checkbox"/> Military-Specific |
| <input type="checkbox"/> Construction and Extraction | <input type="checkbox"/> Office and Administrative Support |
| <input type="checkbox"/> Education, Training, and Library | <input type="checkbox"/> Personal Care and Service |
| <input type="checkbox"/> Farming, Fishing, and Forestry | <input type="checkbox"/> Production |
| <input type="checkbox"/> Food Preparation and Serving | <input type="checkbox"/> Protective Service |
| <input type="checkbox"/> Healthcare Practitioners | <input type="checkbox"/> Sales |
| | <input type="checkbox"/> Transportation and Material Moving |

YEARS OF SUPERVISORY EXPERIENCE:

- ☐ < 6 months
☐ 6 months to 1 year
☐ 1 - 2 years
☐ 2 - 5 years
☐ 5+ years

EMPLOYEE/INTERN INFORMATION:

Employee/Intern First Name: _____

Employee/Intern Last Name: _____

Employee/Intern Email (if known): _____

Name of Your Program Partner Organization: _____

How long have you known this intern?

Beginning Date (Month/Year) ____ / ____

End Date (Month/Year) ____ / ____

Please categorize this Employee/Intern's position: *

- ☐ A youth internship where the focus was on-the-job training
☐ A job requiring youth to perform like any other employee
☐ Other (Write In Optional): _____

Skills Rating Section:

	STRONGLY DISAGREE	DISAGREE	NEUTRAL	AGREE	STRONGLY AGREE
Actively looks for ways to help other people	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Identifies new and more effective ways to solve problems.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communicates professionally	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would seek out this person to be on my next project	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Actively looks for additional tasks when own work is done	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Stays calm, clearheaded and unflappable under stress	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gets work done on time	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would recommend this person to a colleague, for a similar position	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Graciously accepts criticism	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Brings energy and enthusiasm to the workplace	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Arrives on time and is rarely absent without cause	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
If I had a job opening, I would hire this person	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Unpacks problems into manageable parts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Takes responsibility for his or her actions and does not blame others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Manages time and does not procrastinate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Working Impact Employee/Intern Performance Review cont'd

	STRONGLY DISAGREE	DISAGREE	NEUTRAL	AGREE	STRONGLY AGREE
Generates multiple potential solutions to problems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Demonstrates confidence in their abilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

It appears that your youth did not perform well on key 21st century skills. Can you explain your low performance rating?

Key Strength: Everyone has at least one

If you had to hire this individual for just one skill, what would it be? Keep your answer text message sized, around 140 characters (e.g., 'brings infectious enthusiasm to the office'). If you can't think of one, please leave blank.

Please identify and rate three key job tasks that your employee/ intern performed as part of their job:

Examples: Created client websites using Wordpress, or supervised kids at summer camp

Task 1: _____

- ☐ Very Poorly
- ☐ Poorly
- ☐ Average
- ☐ Well
- ☐ Very Well
- ☐ Not Observed

Task 2: _____

- ☐ Very Poorly
- ☐ Poorly
- ☐ Average
- ☐ Well
- ☐ Very Well
- ☐ Not Observed

Task 3: _____

- ☐ Very Poorly
- ☐ Poorly
- ☐ Average
- ☐ Well
- ☐ Very Well
- ☐ Not Observed

Switch gears for a moment and reflect on the partner agency that placed your employee/ intern in the position. Did their service and support meet your expectations?:

- ☐ Far below expectations
- ☐ Below expectations
- ☐ Matched expectations
- ☐ Exceeded expectations
- ☐ Greatly exceeded expectations

Help us grow to better serve employer goals! Check this box if you would be willing to participate in a focus group or interview about your experience:

- ☐ I want to support innovation in the hiring process!

CONSENT FOR RESEARCH

By completing the youth surveys, you are not only giving youth vital skills performance feedback, you are providing valuable data that can be researched to inform program improvements and best practices. For research purposes, your all of your answers will be grouped together with everyone else's responses without your name on it. If you decide to opt out of sharing for research, it not will not affect any current or future relationships or opportunities. There are no known risks to participating in this survey and there will be no direct benefit to you.

Check no if you do not give permission for your survey data to be used for research:

- ☐ No, I do not want answers from my surveys grouped in the research

Just a few quick questions to inform the research. **Reminder,** this personal information will be kept confidential. It is only used for research purposes and is not reported back to your organization. Research must be conducted to ensure tools meet regulatory standards for use in employment.

What is your date of birth? _____

Please select the last level of education you completed your current level is still enrolled:???

- ☐ Middle School Graduate
- ☐ High School Graduate
- ☐ College / Vocational Student
- ☐ College / Vocational Graduate
- ☐ Graduate School
- ☐ None of the Above

Please share your racial and ethnic identity. Select all that apply.*

- ☐ African American / Black
- ☐ American Indian / Native Alaskan
- ☐ Asian
- ☐ Latinx / Hispanic
- ☐ Native Hawaiian / Other Pacific Islander
- ☐ White, Non-Hispanic
- ☐ Two or more Races or Ethnicities
- ☐ I prefer not to say
- ☐ Other - Write In (Required): *

What is your gender identity?

- ☐ Female
- ☐ Male
- ☐ Transgender
- ☐ I prefer not to say
- ☐ Other - Write In (Required): *

