



# 2019

## Supervisor Handbook

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**Preparing Tomorrow's Workforce Today**





Dear STEP-UP Chattanooga Business Partner:

Congratulations on your participation in STEP-UP Chattanooga, the city's premiere youth employment program! You've joined over 90 Chattanooga companies that are employing STEP-UP's talented and remarkable interns.

These young people are members of a valuable generation of Chattanooga youth. They are the future of our workforce, and before we know it, they will be running our companies, civic organizations, and nonprofits!

This summer, you have the tremendous honor of shaping the future of these young people. As a supervisor, you'll be opening new career doors and helping them navigate the challenging adult world of work. You'll be helping them build vital 21st century professional skills and gain the focus they need to accomplish their educational and career goals. You have the power to change these students' life forever.

The STEP-UP Chattanooga Supervisor Handbook is designed to guide you along the way. You'll find important program timelines and FAQs, tips on orienting and supporting your interns throughout the experience, key contact information and important documents. STEP-UP Chattanooga staff is here to help you every step of the way.

Thank you for your commitment to our youth and the economic vitality of Chattanooga. We are truly honored to be your partners in this life-changing work.

A handwritten signature in black ink that reads 'Stacy Lightfoot'.

Stacy Lightfoot  
Vice President, College & Career Success  
PEF

A handwritten signature in black ink that reads 'Jeff Rector'.

Jeff Rector, Ed.D.  
STEP-UP Chattanooga Business Partnerships Manager  
PEF

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# Program Information: Fact Sheet

## Purpose and Background

- STEP-UP Chattanooga connects businesses with the next generation of talented and diverse workers, provides critical job training and hands-on experience for young people, and builds a stronger Chattanooga workforce for our knowledge-based global economy.
- STEP-UP Chattanooga placed over 350 young people in internships with local employers since 2016.
- STEP-UP Chattanooga is operated by the Public Education Foundation.
- STEP-UP Chattanooga is modeled after the City of Minneapolis STEP-UP Program which has provided over 18,000 internships since 2004.

## How it Works

- Employers identify potential summer work opportunities.
- STEP-UP Chattanooga recruits and trains youth to prepare them for professional internships.
- STEP-UP Chattanooga matches candidates with positions based on their aptitude, career interests, and skills.
- Employers interview the STEP-UP candidate and make the final hiring decision.
- STEP-UP Chattanooga provides ongoing support to youth and supervisors to ensure success.

## Who Benefits

### *Your Business*

- STEP-UP Chattanooga interns are diverse, highly motivated and bring energy and creativity to your workplace. In Summer 2018, 90% of supervisors felt their intern was work-ready and the intern made a valuable contribution to their workplace.

### *Local Youth*

- A meaningful summer job provides new skills and opportunities, inspiring the pursuit of education and career goals. STEP-UP Chattanooga interns continue to say their summer job was a valuable learning experience. 83% were satisfied with the placement site. 100% said they would participate again if given the opportunity.

### *Our Community*

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

## STEP-UP Chattanooga Champions & Supporters

- **Andy Berke**, Mayor, City of Chattanooga
- **Dr. Dan Challener**, President, Public Education Foundation
- **Jim Coppinger**, Mayor, Hamilton County
- **Blake Freeman**, Future Ready Institutes, Hamilton County Department of Education
- **Christy Gillenwater**, President & CEO, Chattanooga Area Chamber of Commerce
- **Stacy Lightfoot**, Vice President of College & Career Success, Public Education Foundation
- **Sarah Morgan**, President, Benwood Foundation
- **Mitch Patel**, President & CEO, Vision Hospitality Group
- **Keith Sanford**, President & CEO, Tennessee Aquarium
- **Scott Wilson**, Director of Community Relations and Health Foundation, BlueCross BlueShield of Tennessee



**How can my company benefit from STEP-UP Chattanooga?**

STEP-UP Chattanooga recruits talented and motivated youth and trains them with the requisite skills that enable them to positively contribute to your organization. Your business will demonstrate community leadership and diversify its workforce by becoming a STEP-UP Chattanooga employer. Your staff will appreciate the extra help and opportunity to make a meaningful impact on a young person.

**How does STEP-UP Chattanooga place participants in appropriate jobs?**

STEP-UP Chattanooga matches participants in positions based on the alignment of their interests, skills, and experience with the position's requirements. In May, employers receive several resumes for the positions they submit. Employers then contact the youth directly to set up multiple interviews. Much like a real interview process, you will choose the candidate that best fits the position.

**How do young people become involved in STEP-UP Chattanooga?**

STEP-UP Chattanooga recruits young people through Hamilton County public schools. To qualify, applicants must be between grades 10th, 11th & 12th, have a positive attitude, be on track to graduate, have good attendance, and meet the requirements of the STEP-UP Chattanooga Program. Finally, all participants must complete a competitive application and work-readiness training.

**What is the work-readiness training program?**

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

**How much do the jobs pay and how long do they last?**

STEP-UP Chattanooga employers pay at least Tennessee minimum wage — \$7.25 per hour in June and July — and provide employment for 18-40 hours per week for 6-8 weeks. Employment start and end dates occur between June 1 and August 1 (school starts August 7).

**What does STEP-UP Chattanooga do to support supervisors at each organization?**

STEP-UP Chattanooga offers supervisor orientations and a handbook with helpful hints for managing youth in the workplace. STEP-UP Chattanooga staff will stay in contact with interns and employers, providing ongoing guidance and addressing any questions or concerns.

**What do I do if I have a problem with my STEP-UP Chattanooga intern?**

STEP-UP Chattanooga staff is available to work with you and the intern to resolve any issues that arise. If a problem should persist, you may terminate employment at any time.

# Program Information: Hiring Process

## Hiring Process

- Complete one the online **Job Description Form & Worksite Agreement** and submit by **March 15**.
- STEP-UP Chattanooga will review job description(s) and match interns to jobs based on their skills, interests, and experience, and your needs as an employer.
- In mid-April, you will receive the resume(s) and contact information of the intern(s) we have matched with your workplace. Please contact all internship candidate(s) within five business days to schedule an interview. If you are unable to reach your candidate, please inform Jeff Rector, Business Partnerships Manager, at jrector@pefchattanooga.org OR 423-648-4452 and we will attempt to contact them on your behalf.
- Our STEP-UP Chattanooga Business Partnerships Manager will assist your company and your intern(s) throughout the summer. If the intern match is unsuccessful, we will send you the resume of another well-suited candidate to contact.
- After hiring your intern, please send the student an official letter acknowledging employment. The letter should include:
  - Job title
  - Hourly wage
  - Name of employer and location
  - Department, direct supervisor's name, phone and email address
  - Job description
  - Date and time of first day of work

*Supervisor Checklist on page 4*

*Steps to Hiring on page 5*

*See job offer letter example on page 6*

# Program Information: Timeline & Important Dates

## STEP-UP Chattanooga Timeline

### September - February

- Business Partners invite potential businesses to January STEP-UP Launch
- Potential employers attend optional information session
- Organizations submit a Job Pledge Form identifying the number of opportunities available

### March - April

- January-March: Interns attend Work Readiness Training and Mock Interviews
- March 15: Job Description Forms and Worksite Agreement Forms are due to STEP-UP Chattanooga

### April

- STEP-UP Chattanooga staff match interns to each employer position
- Intern contact information and resume(s) provided to employers for each opening
- Employers interview and hire interns
- April-May: Supervisor Orientations

### May

- May 15: First day of work (STEP-UP Chattanooga jobs can begin anytime after this date)

### July

- Mid-July: Complete Mid-term Intern Performance Check-In

### August

- Final Week of Internship: Complete Final Intern Performance Evaluation
- Have your intern(s) complete the Intern Survey
- August 1 or 2: STEP-UP Recognition Event/End of Summer Celebration





# SUPERVISOR CHECKLIST

- ◇ Complete and submit the combined Job Description & Worksite Agreement. – **March 15 deadline.**
- ◇ Attend STEP-UP Supervisor and Human Resource training. For supervisors and HR personnel who have not attended previously.
- ◇ Notify STEP-UP staff of interviewing and hiring process
- ◇ Reserve interview time slots on my business calendar
- ◇ Review all student resumes & schedule interviews with each student
  - ◇ **When STEP-UP makes a placement, you will receive the resume(s) and contact information of your intern(s). We expect you contact them within five business days to schedule an interview.**
- ◇ Make offer to hired students and notify students not hired
- ◇ Notify STEP-UP staff of hiring selection(s)
- ◇ Hire date and start date for hired students
- ◇ Names of students not hired and how they were notified
- ◇ Any feedback on how students did during the interview process

## TIPS FOR SUCCESS...

### Hire Letter should include

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

### Successfully Onboarding Interns

- Centrally manage the process by having a single point of contact within the organization and closely communicate with STEP-UP about progress.
- Develop a complete list of onboarding steps. Allow ample time for interviews and all the steps on the checklist.
- Try contacting the intern multiple times by phone (during non-school hours) and email to schedule the interview. Interns may share a phone and may not have home internet access, which could delay their response.
- If having trouble reaching the student contact the STEP-UP team for assistance.



# STEPS TO HIRING

## 1. PLAN

- Seek out employees who have specific summer projects.
- Think about emerging leaders who would benefit from the opportunity to supervise someone for the first time.
- Encourage veteran employees to build a legacy by sharing their hard-won knowledge and experience with a young person.
- Brainstorm with your team about back-burner projects that would be helpful to get done but never rise to the top of the priority list.

## 2. WORKSITE AGREEMENT

### Job Description Form

#### OUTLINE OF A HIGH-QUALITY JOB DESCRIPTION

Specific Job Title: \_\_\_\_\_

Hours per Week: \_\_\_\_\_ Supervisor: \_\_\_\_\_

Primary Project 1: \_\_\_\_\_

Primary Project 2: \_\_\_\_\_

Day-to-Day Tasks: \_\_\_\_\_

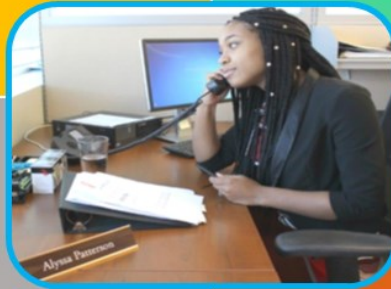
Skills Needed: \_\_\_\_\_

## 3. PLACEMENT

### April—Intern Placement

When STEP-UP makes a placement, you will receive the resume(s) and contact information of your intern(s). We expect you to contact them within five business days to schedule an interview.

Contact Your Intern(s) STEP-UP will review the Job Description Forms and make one-to-one matches of interns to jobs based on their skills, interests and experience along with your needs as an employer.



## 4. ONBOARDING

### Interview Your Intern(s)

Interview the intern candidate placed in each job to verify each candidate is a good fit. If an intern match is unsuccessful, we will send you the resume of another well-suited candidate to contact.

After your intern(s) have completed the onboarding process, please send the student(s) an official letter (including by email) acknowledging employment.





## **Art 120 and STEP-UP Chattanooga Job Offer Letter**

Dear (STUDENT),

Art 120 is a 501(c)3 organization created to enrich Chattanooga and its surrounding community through the creation, education, and celebration of STE(A)M-based learning. Basically, it's all about A.R.T.

Awareness between the community, artists, educators, and non-profit organizations thereby creating a creative network in Chattanooga.

Reaching out to the public and underserved schools through free art events in Hamilton County that help strengthen Chattanooga's ties to its creative community while recognizing participating artists of all ages and mediums.

Teaching STE(A)M-based workforce development skills to urban youth through the creation of mechanical sculpture and reinforcing talents through continued participation in community events.

With this mission in mind, Art 120 would like to offer you an internship beginning on 6.12.2017 and lasting until 8.4.2017. Art 120 believes that you will become an integral arts education advocate in your community as an **Art 120 Project Manager** for the Summer of 2017. You will receive an **hourly wage of \_\_\_\_**, **paid bi-weekly** on the first and third Friday of each month. You will report directly to Art 120 Education Coordinator, Hannah Hahn, at [edu@art120.org](mailto:edu@art120.org) as well as Art 120 Executive Director, Kathryn Warren, at [katewarren@art120.org](mailto:katewarren@art120.org). If Kathryn Warren or Hannah Hahn is unavailable, then you will report to Art 120 Maker VISTA Member, Dan Mailman, at [dmailman@gmail.com](mailto:dmailman@gmail.com). If you need to reach Art 120 by phone, then please call (423)708-2120 or Kathryn Warren at (423)314-6659.

Your duties will include, but not be limited to:

- Performing tasks that will result in your understanding of non-profit art organizations and arts education, as well as the role of Art 120 and arts education initiatives in your community.
- A research role in the facilitation and development of Art 120 initiatives with Art 120 and partners. This includes Red Bank Elementary The Howard School Stage Genies and the Passageways Project, the Urban Art Bike Program, ELLA and other educational programs.
- Aiding Art 120 in program evaluation and documentation to aid Art 120 in building capacity and sustainability. This will include helping with volunteer recruitment and management, task timeline and delegation, and collecting, analyzing, and presenting program data outcomes.
- Aiding Art 120 in revamping social media marketing and newsletter outline that will help appeal to donors, volunteers, and community members. This will include your own blog entry and helping your fellow interns in checking and editing any media going out to the public.
- Aiding Art 120 in revamping a potential makerspace into a functional and inviting community.
- Having fun!

Art 120 will be in touch shortly with paperwork for you and your Orientation Session time for 6.12.2017.

We look forward to working with you!

Warmly,

Hannah Hahn

Art 120 Education Coordinator:

[edu@art120.org](mailto:edu@art120.org)

(423)708-2120

[www.art120.org](http://www.art120.org)

# Program Information: Timeline & Important Dates

## STEP-UP Chattanooga Timeline

### December - February

- Employers and STEP-UP staff work together to identify job opportunities
- Potential employers attend information session
- February 21: Youth applications due
- January 9: STEP-UP Launch

### March - April

- January-March: Interns attend Work Readiness Training and Mock Interviews
- March 15: Job Description Forms and Worksite Agreement Forms are due to STEP-UP Chattanooga
- March-May: Supervisor Orientations

### May

- STEP-UP Chattanooga staff match interns to each employer position
- Intern contact information and resume(s) provided to employers for each opening
- Employers interview and hire interns
- Supervisor Orientations

### June

- June 2: First day of work (STEP-UP Chattanooga jobs can begin; start dates can be flexible based on position and intern schedule)

### July

- Mid-July: Complete Mid-term Intern Performance Check-In

### August

- Final Week of Internship: Complete Final Intern Performance Evaluation
- August 2: STEP-UP Recognition Event/End of Summer Celebration
- August 2: STEP-UP Program ends for the summer

# EMPLOYER TIMELINE

**March 15**

**Deadline to submit  
Worksite  
Agreement**

Complete & submit a form for each different internship position at your organization.

**March—April**

**Supervisor & HR  
Orientation**

We'll equip you with the tools you need for a productive & exciting summer.

**April-May**

**Intern Placement**

We'll send you well prepared students to interview and hire based on your company needs.

**June**

**Internships Begin**

Internships typically run 6 - 8 weeks, but you can customize the experience. Interns are paid at least minimum wage. If you need intern(s) earlier, let us know.

**August**

**Internships End**

Come celebrate with hundreds of STEP-UP interns, supervisors, & community leaders for successful summer.

# STEP-UP Chattanooga Interns: Chattanooga Youth

## Chattanooga Youth: The Diverse Workforce of Tomorrow

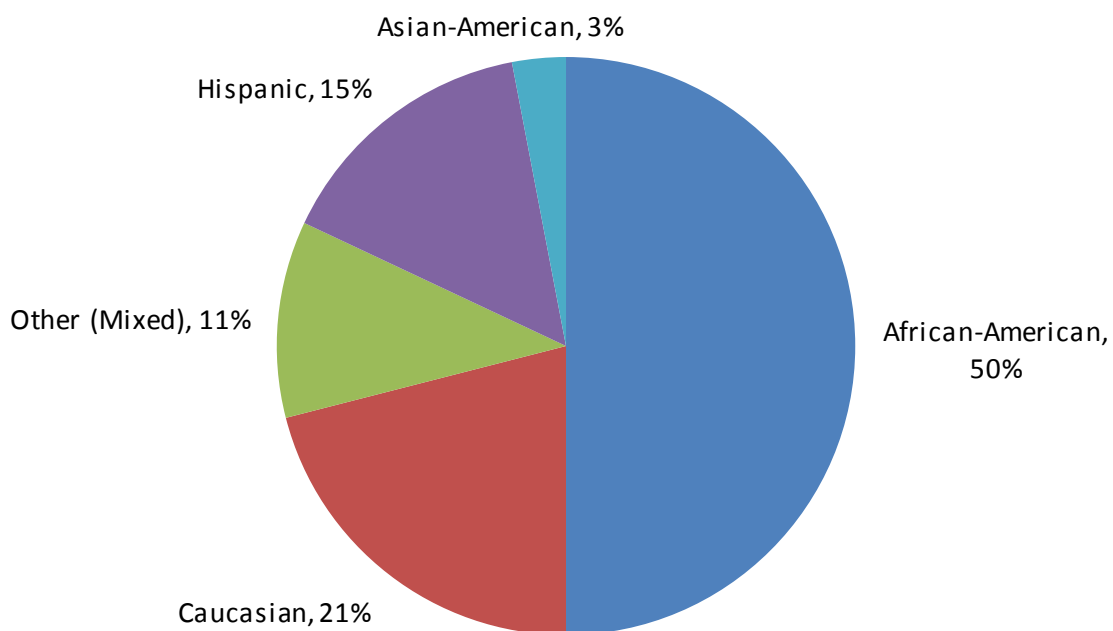
The youth in STEP-UP Chattanooga come from a variety of ethnic, cultural, and socioeconomic backgrounds. STEP-UP Chattanooga interns will contribute greatly to the richness of the internship experience.

- 70 percent of 2017 STEP-UP Chattanooga interns are female.
- 30 percent of 2017 STEP-UP Chattanooga interns are male.
- 100 percent of 2017 STEP-UP Chattanooga interns are eligible for free or reduced lunch based on family income.

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

2018 STEP-UP Chattanooga Interns who completed work readiness training

### STEP-UP Chattanooga Interns who completed work-readiness training



# STEP-UP Chattanooga Interns: Adolescent Development

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

## Social

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

## Emotional

- Relating to others more as confident individuals, and are gaining more autonomy.
- Begin to accept and enjoy their own uniqueness, but still seeking status and approval of peer group.
- Develop their own set of values and beliefs, but look for confidence from others in their decisions.
- Search for career possibilities and place in the world.

## Intellectual

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

## Physical

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

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

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

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



# Supervisor Role: Setting Your Intern Up for Success

## Before the First Day of Work

### **1. Create a Work Plan and Strategy for Support**

A work plan provides clear expectations and work goals for your intern.

- Review the Job Description Form and the key responsibilities for the position.
- Identify the specific timetable when the responsibilities should be completed.
- Determine what needs to be accomplished and how success will be measured.

### **2. Establish Professional Development Opportunities**

We encourage supervisors to identify a project to help interns process their summer experience. This type of opportunity for reflection adds value for the intern and promotes higher job performance. For example, ask the intern to create a PowerPoint presentation on the experience to be shared at a staff meeting at the end of the internship.

### **3. Identify additional Mentor(s)**

You will serve as the intern's work-site supervisor "mentor." If someone else in your workplace would like to fulfill this role, please make the introduction to the student.

## The First Week of Work

This may be your intern's first work experience, so be sure to show them around your workplace and set clear expectations. Things that might seem obvious to you may not be obvious to your intern. Being clear in the beginning will avoid potential issues in the future.

### **Workplace Environment**

- Give a tour of your workplace and introduce the intern to other employees
- Discuss appropriate workplace attire
- If the intern will "clock in" on a timeclock or complete a time sheet, show the procedure

### **Communication & Technology**

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

### **Work Breaks**

- Explain meal and break logistics, including how this 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 and expectations

### **Absences & Timeliness**

- Let your intern know who to contact in case they will be late or absent
- Explain your workplace policy regarding being late to work, and the subsequent consequences

### **Productivity**

- Meet to discuss work plan
- Outline duties, responsibilities and goals for the summer

## Throughout the Summer

### **Regular Feedback Fosters a Strong Connection**

- Set up a regular meeting to discuss progress, including successes and areas for improvement.
- Share your feedback with your intern. This will be an opportunity to get or stay on track with the goals you and your intern have established.

### **Utilize the STEP-UP Chattanooga Staff**

- Keep in contact with the STEP-UP Chattanooga Business Partnerships Manager. STEP-UP Chattanooga Staff can provide assistance as needed and are a great resource.



# Supervisor Role: Developing Intern Skills & Strengths

STEP-UP Chattanooga youth are talented and motivated but there is still a lot you can teach them. Students are excellent at adapting and learning new things.

Here are some areas to focus on:

- **Computer Skills** – Assess how comfortable your intern is with hardware and software and be willing to teach the intern how to utilize those tools for their work assignments.
- **Time Management** – Keep in mind that school is highly structured – help your intern to manage their time spent on projects and tasks while encouraging them to become more independent in structuring their time and work.
- **Attendance and Punctuality** – Recognize good habits and reinforce the importance of dependability if there are any lapses.
- **Motivation** – Connecting the intern's project to its larger impact can help foster pride in their work and a sense of purpose.
- **Communication and Interpersonal Skills**—Discussing clear professional communication is one of the best ways that you can help your intern to hone their professional skills.

## Turning Communication Challenges into Growth Opportunities

The soft skills (communication and interpersonal skills) that STEP-UP Chattanooga interns gain through their summer jobs often represent a significant benefit of the experience.

While STEP-UP Chattanooga interns are excited and motivated to excel in their internships, at some point during the internship, you will most likely have to offer some constructive feedback. When this happens, look for opportunities to **coach** toward appropriate professional communication.

**As a STEP-UP Chattanooga supervisor, you can have a long-lasting impact on your STEP-UP Chattanooga intern. Here is what some STEP-UP supervisors have said:**

*"The intern was amazing to have in our office and be apart of our team for the time she was with us. We truly wish we could have kept her on to continue working with us. We can't wait to see her take over the world and all the awesome things she will do. She was an amazing team player and was hungry for more and more work to continue learning about our industry and clients."*

*"This student has been such an amazing addition to our team. We have all been so impressed with her that we have offered her a permanent part-time position. Our hope is to keep her as a long-term employee."*

*"The intern I worked with showed exceptional skills in empathy and passion which, for someone interested and interning at a social justice non-profit, were wonderful qualities to bring to the table and use during meetings and problem solving. They identified wanting to grow in areas of public speaking and comfort in a group.... Overall, it was wonderful to work with this person and would love to work with them again in the future."*

# Supervisor Role: Developing Intern Skills & Strengths

As a supervisor, you will most definitely be someone that your intern looks to for advice and approval. Though you may not see yourself as their official “mentor,” you can play an important role in their life and be a caring presence and support for them in this crucial time in their life. Here are some ways you can help make this experience a success for them this summer.

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

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

- Improve professional communication skills
- Network and meet business professionals in the industry
- Complete a Job Shadow or Informational Interview with someone in a job they would like to learn more about
- Gain proficiency in MS Excel or other specific computer application

Create a plan with steps to accomplish the goals that you set. Remember to check in with the intern about how they are adjusting to their new summer internship.

## 2. Help them track progress on their goals.

Once you have set goals and made a plan, maintain a regular meeting schedule to discuss the intern’s progress. If necessary, set new goals, or identify new paths to reach established goals. Also, use this time to guide the intern in resolving any interpersonal issues that may have arisen on the job.

## 3. Help them explore future career possibilities.

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

## 4. Be a SPARK champion

*According to Dr. Peter Benson "A spark is something that gives your life meaning and purpose. It's an interest, a passion, or a gift." All young people need adult support as they strive to find and nurture their sparks. When adults help young people develop their sparks, those people are more likely to be successful in pursuing what gives their lives meaning and purpose. We call providing this support "being a spark supporter." As their supervisor, you have a chance to walk alongside your intern this summer and help them discover what excited them, their spark, so that they are prepared to take an important next step in creating the kind of future they want. (from SPARKS at Search Institute: <http://www.search-institute.org/sparks>)*

# Supervisor Role: Building Context for Your Intern

## Context of Work Within Company

STEP-UP Chattanooga interns will be most successful, and will gain the most from their internship, when they see the broader contexts of their work.

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

- Take your intern on a tour of another company facility (distribution center, warehouse/factory, other worksite).
- Take your intern on a tour of another department that is immediately related to the intern's job duties.
- Organize a lunch with members of a related department to help your intern understand interconnections between departments.
- Assign your intern to create a long-term report on the significance of their job duties to other departments in the company.

## Employers with Three or More Interns

We encourage you to consider what other types of outings or activities could help your interns build context and interest in their work. If possible, you may organize group activities for all the interns at your company. For example, organize a lunch for all the STEP-UP Chattanooga interns at your company. Examples of group activities from the Minneapolis program are listed below.

### HealthPartners

- HealthPartners Orientation
- Microsoft Outlook training
- Resume builder workshop

### Xcel Energy

- Basic computer skills workshop
- Meeting with VP of Human Resources
- Tour of King Power Plant

### University of Minnesota

- Writing Workshop for college essays for prospective students
- Assistance with post-secondary education exploration

### Thrivent Financial

- Full-day first week orientation
- STEP-UP Intern picnic

# Supervisor Role: Sharing Your Experiences

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

## Talk About Your Education

### High School

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

### Post-Secondary

- What factored into your decision to explore post-secondary education?
- How many places did you apply?
- What did you study?
- Did you complete any internships or study abroad programs?
- Does your field of study help you in your current job? Why or why not?

## Share Your Work History

### Youth Experience

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

### Adult Experience

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

## Suggestions for Enrichment

### Informational Interviews and Job Shadows

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

### Possible Career Paths in Industry

- Assign your intern to map out some potential career paths within the industry.
- Help your intern find resources to 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.

# STEP-UP Chattanooga Supervisors:

## Effective Communication

Good communication is the key to any successful relationship, and it starts with listening. Sometimes we only partially listen because we are thinking of a solution or contemplating our own thoughts. The ideas below will help you communicate with your intern whether you are speaking, listening, or working together.

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

**There are many things you can do to foster effective communication with your intern.**

- Encourage—Show interest *“Can you tell me more?”*
- Clarify—Get all the information and clear up any confusion. *“How did you react when that happened?”*
- Restate—Check meaning and interpretation by repeating back what you think you’ve heard. *“So what you are telling me is...”*
- Reflect—Help sort through feelings. *“It sounds like you feel pretty angry about what happened”*
- Summarize—Put together key ideas and facts. *“These seem to be the key ideas you’ve expressed...”*
- Validate—Acknowledge the worthiness of your intern. *“I’m glad you are willing to talk about this”*
- Encourage fantasy—Encourage your intern to develop a vision. *“Forget the rules for a moment. If you had a magic wand, what would you do?”*

### **Talking about Tough Stuff:**

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

- Use “I” statements to express your feelings without blame or judgment. For example, I feel frustrated when...
- Listen. Then try asking open ended questions, clarifying things that are confusing, paraphrasing to make sure you understand, and letting your intern tell the whole story.
- Show your engagement and openness through your body language. Face your intern, make eye contact, and relax your body.
- Keep the conversation about the problem at hand, the needs and issues of the situation, and what you hope will happen in the future.

# STEP-UP Chattanooga Supervisors:

## 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 tells them how to view the world, how to experience it emotionally, and how to behave in relation to other people, to supernatural forces and gods, and the natural environment.

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

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

Culturally Smart is NOT:	Culturally Smart IS:
A trivia game of who can list off the most facts of a culture	An ongoing process of learning about other cultures
Limited to only race and ethnicity	Being aware of all aspects of culture
About making zero mistakes	About having courage to make mistakes and wisdom to learn from
One-sided: learning only about another culture	Multi-faceted: learning about another culture and about yourself
A destination	A journey

### The goals of Culturally Smart Relationships

- **Cultural knowledge:** Knowledge of your intern's 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 intern's 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.

### Some guidelines for you as you build a relationship with your intern.

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

## STEP-UP Chattanooga Supervisors: LEARN Model of Cultural Communication

The following model is called the LEARN Model of Cultural Communication. You may find this helpful when you encounter cultural differences. Let's apply it to a scenario that could arise in the work environment.

Scenario: Your intern, who is 17, has come with you to an important meeting with a client. The intern has no significant role during the meeting and when you look over, you notice that he/she is text messaging someone. You need to have a follow up conversation about this being inappropriate in this setting.

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

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

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

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

### ***A = Acknowledge and discuss the differences and similarities***

Be sure to be kind about discussing the differences you and your intern have. You may want to acknowledge that you understand that your intern values friendships and wants to stay connected to his/her friends but to emphasize that a work meeting is not an appropriate situation for that to happen in.

### ***R = Recommend solutions***

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

### ***N = Negotiate an agreement***

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

Common Cultural Scenario you may encounter:

- Your intern comes to work with inappropriate work attire. Remind him or her of the resources they received during STEP-UP training for free or very inexpensive professional clothing. Be clear that they need to dress appropriately, and suggest that they use their first paycheck to invest in a few basic pieces to get them through the summer.

Most of all, be clear with your intern and talk to them about any situation that arises. If you are unsure or need advice, call your STEP-UP Chattanooga Business Partnership Manager. He is there to help you. If your intern has personal issues that are interfering with their work, STEP-UP Chattanooga is a great resource. Please suggest that they contact their STEP-UP Chattanooga staff.

# STEP-UP Chattanooga Support

## STEP-UP Chattanooga Business Partnerships Manager

When you receive your intern's contact information, you will also receive your contact information for the Business Partnerships Manager. Please call or email him with any concerns or questions about how to provide the best possible support and direction for your intern. Throughout the summer, all STEP-UP Chattanooga supervisors will receive emails from STEP-UP Chattanooga Business Partnerships Managers and staff with suggested activities and reminders about scheduled STEP-UP Chattanooga activities. Interns will also receive emails with suggestions of specific skills to focus on and reminders about scheduled STEP-UP Chattanooga activities.

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

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

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

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

You are always free to terminate the employment at anytime. Please contact the STEP-UP Chattanooga Business Partnerships Manager to inform him the intern is not a good fit for the position. The Business Partnerships Manager will follow-up with the intern to confirm they understand why the situation was not successful, and help them learn from the experience. If you are interested in replacing the position, the STEP-UP Chattanooga Business Partnerships Manager will work with you to try and find a well-suited candidate.

### Incident Flow Chart

#### 1st Incident: Verbal Warning

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

#### 2nd Incident: Formal Documentation

If the problem continues, a written warning is recommended. Please contact your STEP-UP Chattanooga Business Partnerships Manager as soon as possible to make them aware of the situation.

#### 3rd Incident: Termination

At this stage, termination may be the best course of action. However, please use your discretion depending on the seriousness of the problem. Inform your STEP-UP Chattanooga Business Partnerships Manager.

<b>Stacy Lightfoot</b> Vice President, College & Career Success 423-648-4443 slightfoot@pefchattanooga.org	<b>Jeff Rector</b> STEP-UP Chattanooga Business Partnerships Manager 423-648-4452 jrector@pefchattanooga.org	<b>Janice Neal</b> Youth Services Manager 423-668-2423 janice@pefchattanooga.org
	<b>D'Wauna Young</b> STEP-UP Chattanooga Program Associate 423-668-2431 dyoung@pefchattanooga.org	



# Appendix: Worksite Agreement

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

This agreement is *entered* into between (organization), \_\_\_\_\_ (referred to as the “Worksite”) and PEF to provide a professional work experience for STEP-UP Chattanooga workers participating in the STEP-UP Chattanooga Jobs Program.

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

**EEO POLICY:** The purpose of the STEP-UP Chattanooga Jobs Program is to provide safe, meaningful, and adequately supervised work experiences for young people. The program serves youth without discrimination due to race, color, creed, religion, political affiliation, disability, marital status, sexual orientation, beliefs, sex, national origin, age, or status in regard to public assistance.

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

**SUPERVISION:** The Worksite agrees to provide a job and direct supervision for the length of this agreement to every STEP-UP Chattanooga Worker in its workplace. Worksite supervisors shall be of such age and experience as to meet the diverse needs of STEP-UP Chattanooga Workers. The STEP-UP Chattanooga Worker-to-supervisor ratio shall not exceed 3:1. The Worksite shall ensure that a substitute supervisor is available for times when the regular supervisor is absent and that this substitute is also provided with sufficient orientation to ensure compliance with program requirements. The Worksite also agrees that all STEP-UP Chattanooga Workers shall be oriented to its workplace and position requirements, and will instruct them in professional competencies as identified.

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

The Worksite agrees to provide feedback on performance to the STEP-UP Chattanooga Worker and STEP-UP Chattanooga program staff, including providing, in writing, detail on major performance issues and any reasons for STEP-UP Chattanooga Worker termination.

In the case of STEP-UP Chattanooga 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 Chattanooga.

**MAINTENANCE OF EFFORT:** No STEP-UP Chattanooga 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 Chattanooga Workers impairs existing labor contracts, unless the labor organization concurs. The Worksite shall not hire a STEP-UP Chattanooga Worker at its worksite if a member of the STEP-UP Chattanooga Worker’s immediate family is employed as an officer, board member, or is in an administrative capacity (including supervisor) at the Worksite. Immediate family means wife, husband, mother, father, sister, or brother.

**STEP-UP PROGRAM:** STEP-UP Chattanooga staff may conduct worksite visits to interview STEP-UP Chattanooga Workers and/or supervisors for quality assurance purposes. During the term of their employment, enrichment activities may be made available to STEP-UP Chattanooga Workers. In such instances, STEP-UP will contact Worksite supervisors for prior approval and scheduling.

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

A copy of this Worksite Agreement shall be provided to all Worksite Supervisors for reference purposes.

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

# Student Information

## First Day on the Job

If you are hired for a STEP-UP job, you will start work in early June. Make sure to mark it on your calendar! Remember that first impressions are important, so be prepared to put your best foot forward!

What to bring on the first day:

- All necessary contact information, such as address, home and cell phone number
- A notebook or portfolio to take notes during your orientation or introduction to the workplace
- Proper identification (see next page)

Starting a new job is always a learning process. To make you feel more comfortable, your supervisor may:

- Show you where you will be working
- Give you a tour of your work place so that you know your way around
- Introduce you to your co-workers and other employees
- Tell you where to find supplies or equipment that you may need
- Explain your job duties to you and lay out a plan for the tasks that are assigned to you

On the first day of work you'll have the chance to ask lots of questions and learn about your job. Use your portfolio or notebook to jot down questions as you go. Make sure you ask about the basic procedures for working at your summer job, such as:

- How to keep track of your work
- How to let your supervisor know if you will be late or are sick
- How to take breaks, including whom you should tell and how long breaks last

Most employers have an employee handbook or manual. If you receive a copy, make sure to read it carefully and ask any questions you may have. You will be expected to follow the guidelines in the handbook, so make sure you know what they are!

### *Attendance*

- Attendance at your job is mandatory, not optional
- If an emergency arises you must contact your supervisor as soon as possible. Do not leave a message with another employee. If you get your supervisor's voicemail, leave a message. Also try to send an email. DO NOT TEXT A MESSAGE ABOUT YOUR ABSENCE

### *Punctuality*

- Being on time is absolutely critical. Close to on time is not enough. Plan to BE EARLY!
- Make a transportation plan to ensure you will not be late
- Know what your transportation backup options are

### *Responsibility*

- Take responsibility for completing the tasks assigned to you

# Assessment and Feedback

These are the areas in which your supervisor will assess performance and provide feedback to help you grow professionally. Review these areas and ask your supervisor what is most important for your position.

## Personal Mindset

- » Needs minimal supervision to complete tasks.
- » Attempts to complete tasks independently before asking for help.
- » Follows rules/directions as required by the task/situation.
- » Maintains focus on tasks despite internal (e.g., emotional) and/or external distractions.
- » Avoids actions that have produced undesirable consequences or results in the past.
- » Strives to overcome barriers/set-backs, seeking assistance when needed.
- » Adapts approach in response to new conditions or others' actions.

## Planning for Success

- » Sets and prioritizes goals that reflect a self-awareness of one's capabilities, interests, emotions, and/or needs.
- » Breaks goals into actionable steps.
- » Accurately estimates level of effort and establishes realistic timelines.
- » Manages time to complete tasks on schedule.
- » Applies existing/newly acquired knowledge, skills, and/or strategies that one determines to be useful for achieving goals.
- » Monitors progress and own performance, adjusting approach as necessary.
- » Demonstrates a belief that one's own actions are associated with goal attainment

## Social Awareness

- » Recognizes the consequences of one's actions.
- » Balances own needs with the needs of others.
- » Takes into consideration others' situations/feelings.
- » Develops & implements strategies for navigating in different contexts (i.e., different patterns of behavior, rules, and norms).

## Verbal Communication

- » Organizes information that serves the purpose of the message, context, and audience.
- » Uses and adjusts communication strategies as needed based on the purpose of the message, context, and audience.
- » Signals listening according to the rules/norms of the context and audience.
- » Seeks input to gauge others' understanding of the message.
- » Asks questions to deepen and/or clarify one's understanding when listening to others.

## **Collaboration**

- » Completes tasks as they have been assigned or agreed upon by the group.
- » Helps team members complete tasks, as needed.
- » Encourages the ideas, opinions, and contributions of others, leveraging individual strengths.
- » Provides feedback in a manner that is sensitive to others' situation/feelings.
- » Clarifies areas of disagreement/conflict that need to be addressed to achieve a common goal.
- » Seeks to obtain resolution of disagreements/conflicts to achieve a common goal.

## **Problem Solving**

- » Defines problems by considering all potential parts and related causes.
- » Gathers and organizes relevant information about a problem from multiple sources.
- » Generates potential solutions to a problem, seeking and leveraging diverse perspectives.
- » Identifies alternative ideas/processes that are more effective than the ones previously used/suggested.
- » Evaluates the advantages and disadvantages associated with each potential solution identified for a problem.

# Required Work Documents

**All youth that participate in STEP-UP must prove age, identity and eligibility to work in the United States. If you are unable to prove ALL of these, we can NOT to match you with a job. You will need to bring your work documents to your first day of work.**

## *Required Documents: Social Security Card*

If you don't have a Social Security Card or need a replacement, you can find out how to get one at [http:// www.ssa.gov/ssnumber/](http://www.ssa.gov/ssnumber/) or you can visit the Social Security office at 1290 Premier Drive, Chattanooga, TN 37421. The office is open Monday to Friday, 9:00 a.m. to 4:00 p.m., except federal holidays. \*\* *Note: it can take several weeks to get a Social Security Card, so begin the process NOW.*

*A document to prove your age. Some documents that can prove your age include:*

- Birth certificate
- U.S. passport
- Permanent Resident Card
- State issued identification card
- State issued driver's license
- Official school identification card with a printed birthdate

*A document with a photo to prove your identity. Some documents that can prove your identity include:*

- U.S. Passport
- Permanent Resident Card
- State issued identification card
- State issued driver's license
- Official school identification card

*If you are NOT a US Citizen, you need a document to prove you are eligible to work in the United States.*

**The following documents can be used to show you are eligible to work in the U.S.:**

- Permanent Resident Card or Alien Registration Receipt Card (I-551)
- Temporary Resident Card (I-688)
- Employment Authorization Document (I-766, I-688B, or I-688A)
- Foreign Passport with temporary I-551 stamp

# I-9 Form Information

## LISTS OF ACCEPTABLE DOCUMENTS

These documents are absolutely mandatory. You must show them in order to be able to work in the U.S. If you do not have the acceptable documentation, you cannot work.

### LISTS OF ACCEPTABLE DOCUMENTS

**All documents must be UNEXPIRED**

Employees may present one selection from List A  
or a combination of one selection from List B and one selection from List C.

LIST A Documents that Establish Both Identity and Employment Authorization	OR	LIST B Documents that Establish Identity	AND	LIST C Documents that Establish Employment Authorization
1. U.S. Passport or U.S. Passport Card		1. Driver's license or ID card issued by a State or outlying possession of the United States provided it contains a photograph or information such as name, date of birth, gender, height, eye color, and address		1. A Social Security Account Number card, unless the card includes one of the following restrictions: (1) NOT VALID FOR EMPLOYMENT (2) VALID FOR WORK ONLY WITH INS AUTHORIZATION (3) VALID FOR WORK ONLY WITH DHS AUTHORIZATION
2. Permanent Resident Card or Alien Registration Receipt Card (Form I-551)		2. ID card issued by federal, state or local government agencies or entities, provided it contains a photograph or information such as name, date of birth, gender, height, eye color, and address		2. Certification of Birth Abroad issued by the Department of State (Form FS-545)
3. Foreign passport that contains a temporary I-551 stamp or temporary I-551 printed notation on a machine-readable immigrant visa		3. School ID card with a photograph		3. Certification of Report of Birth issued by the Department of State (Form DS-1350)
4. Employment Authorization Document that contains a photograph (Form I-766)		4. Voter's registration card		4. Original or certified copy of birth certificate issued by a State, county, municipal authority, or territory of the United States bearing an official seal
5. For a nonimmigrant alien authorized to work for a specific employer because of his or her status: a. Foreign passport; and b. Form I-94 or Form I-94A that has the following: (1) The same name as the passport; and (2) An endorsement of the alien's nonimmigrant status as long as that period of endorsement has not yet expired and the proposed employment is not in conflict with any restrictions or limitations identified on the form.		5. U.S. Military card or draft record		5. Native American tribal document
		6. Military dependent's ID card		6. U.S. Citizen ID Card (Form I-197)
		7. U.S. Coast Guard Merchant Mariner Card		7. Identification Card for Use of Resident Citizen in the United States (Form I-179)
		8. Native American tribal document		8. Employment authorization document issued by the Department of Homeland Security
		9. Driver's license issued by a Canadian government authority		
		<b>For persons under age 18 who are unable to present a document listed above:</b>		
		10. School record or report card		
		11. Clinic, doctor, or hospital record		
		12. Day-care or nursery school record		
6. Passport from the Federated States of Micronesia (FSM) or the Republic of the Marshall Islands (RMI) with Form I-94 or Form I-94A indicating nonimmigrant admission under the Compact of Free Association Between the United States and the FSM or RMI				



## Appendix: Intern Performance Evaluation

A STEP-UP Chattanooga intern's summer job builds upon and completes their work readiness training. To help interns gain as much as possible from their summer job experience, we ask supervisors to complete an evaluation in the middle and at the end of the summer. We will send supervisors an electronic copy of the evaluation with instructions on how to complete it.

Skills Questions	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
I definitely consider this youth work ready.	<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 employee.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would recommend this employee to a colleague, for a similar position.	<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"/>
Communicates professionally.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Knows where and how to get information to solve a problem.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Has strong teamwork skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Identifies new and effective ways to solve problems.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Has strong critical thinking skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Perseveres in difficult tasks, not giving up when facing a setback or barrier.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Has a "can do" attitude even in negative situations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Manages time to complete tasks on schedule.	<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"/>
Dresses according to the defined norms of the workplace.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Asks clarifying questions in conversations and presentations to make sure message was understood.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Actively looks for ways to help other people.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Signals listening in conversations and presentations (e.g. keeps eyes on speaker, smiles, nods, does not text, does not interrupt).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Chooses words carefully when speaking (e.g. no technical jargon, slang, or potentially harmful language).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Willing to learn new information, skills, or approaches, as needed, to solve a problem.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use this space to provide any specific feedback regarding the intern's performance; list strengths and growth areas.					

Electronic version may be accessed at: <https://www.surveymonkey.com/r/STEPUPINTERN1617>

# Appendix: Preparing Interns for Success

## Work Readiness Credential

The essential skills identified were incorporated into the STEP-UP Chattanooga Work Readiness Training to ensure that STEP-UP Chattanooga youth possess the skills necessary to succeed in the workplace. This credential from the STEP-UP Chattanooga program is awarded to interns who successfully complete their training milestones (including, resume building, mock interviews, etc.).

### STEP-UP WORK-READINESS CREDENTIAL

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



has been awarded this 2017 Work-Readiness Credential  
by the Public Education Foundation and STEP-UP

#### Communication Skills

- Written communication
- Situational communication
- Verbal communication
- Receiving feedback
- Interviewing
- Building a resume
- Networking

#### Decision-Making Skills

- Problem-solving
- Taking initiative
- Responsibility
- Ethics
- Integrity
- Respectfulness

#### Life-long Learning Skills

- Good attitude
- Character
- Etiquette
- Promptness
- Dependable attendance
- Asking questions

#### Stacy Lightfoot

Vice President, College & Career Success  
PEF

#### Jeff Rector

STEP-UP Chattanooga Business Partnerships Manager  
PEF



# Appendix: The Americans with Disabilities Act

**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 know what the requirements are and help you be better equipped to fulfill your responsibilities under this Act. The ADA definition of individual is very specific. A person with a “disability” is an individual who:

- Has a physical or mental impairment that substantially limits one or more of his/her major life activities.
- Has a record of such an impairment.
- Is regarded as having such an impairment.

**Major life activities** are activities that an average person can perform with little or no difficulty. Examples are walking, hearing, caring for oneself, sitting, reading, seeing, breathing, working, standing, speaking, learning, performing manual task, and lifting.

The ADA protects a “qualified” individual with a disability; e.g., someone with a disability who meets the essential eligibility requirements for the program or activity offered.

An employer must make a **reasonable accommodation** to the known physical or mental limitations of a qualified applicant or employee with a disability unless it can show that the accommodation would cause an undue hardship on the operation or its business.

## **Some examples of reasonable accommodation include:**

Making existing facilities used by employees readily accessible to, and usable by, an individual with a disability

- Job restructuring
- Modifying work schedules
- Reassignment to a vacant position
- Acquiring or modifying equipment or devices
- Adjusting or modifying examinations, training materials, or policies
- Providing qualified readers or interpreter
- 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: Overview of Child Labor Laws

## **FEDERAL**

### Prohibited Occupations: (Under Age 18)

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

## **TENNESSEE**

### Prohibited Hours and Times of Work

- Minors 16 and 17 years of age may not be employed during those hours when the minor is required to attend classes nor between the hours of 10:00 p.m. and 6:00 a.m., Sunday through Thursday evenings preceding a school day, except with parental or guardian consent. Then the minor may work until midnight no more than three nights Sunday through Thursday. Consent forms are available from the Tennessee Department of Labor and Workforce Development's Labor Standards Unit by calling 615-741-2858. Forms shall remain valid until the end of the school year in which it is submitted or until termination of employment, whichever shall occur first.
- There are no limitations on the number of hours that 16 and 17-year-old minors work. They cannot be required to work during school hours; nor can they work past 10:00 p.m. on nights preceding school days (Sunday through Thursday nights), unless their parents or guardians sign a Parental Consent Form. The Parental Consent Form would allow them to work no later than 12:00 midnight three of those nights while school is in session.
- A copy of the Child Labor Act may be obtained upon request. Note: State and Federal Laws conflict. Therefore, we have quoted the stricter of the two laws.

### Break or Meal Periods

- A minor must have a thirty (30) minute unpaid break or meal period if scheduled to work six (6) hours consecutively. Such breaks shall not be scheduled during or before the first hour of scheduled work activity.

### Work Permits Not Required

- The state of Tennessee does not require work permits. The minor needs to provide the prospective employer with a copy of one of the following documents as proof of age; birth certificate, driver's license, state issued ID, or a copy of their passport.

See more at:

- <https://www.tn.gov/workforce/article/child-labor#sthash.F0wJe0o3.dpuf>
- <https://www.tn.gov/workforce/section/labor-laws>
- <http://www.dol.gov/Compliance/Guide/index.htm>

# STEP-UP Chattanooga Interns: Work-Readiness Training

## Work Readiness Training

All STEP-UP Chattanooga interns have completed eight hours of STEP-UP Chattanooga Work-Readiness Training. The classroom training sessions blend lecture, class discussion, writing activities, peer feedback and small group activities. The training ends with a mock interview.

### Session 1: Classroom Training at Public Education Foundation

- Networking and professional introductions
- Emotional Intelligence
- Body Language
- Resumes
- Attitude and character
- Interpersonal and situational communication
- Building a strong relationship with your supervisor
- Critical Thinking
- Team Building
- Praise, criticism and workplace ethics
- Interviewing
- Verbal & non-verbal communication
- Ways of dealing with stress

### Session 2: Mock Interviews

- Volunteers from local businesses conduct mock interviews with students
- Students receive feedback on strengths and areas for improvement (professional dress, attitude, etc.)

## What to Expect from your Intern

STEP-UP Chattanooga Work Readiness Training covers fundamental topics and gives interns a foundation to be successful in their summer jobs. Here is a summary of what you can expect from your intern.

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

Thanks to strong partnerships with businesses in all sectors—  
STEP-UP Chattanooga will change the lives of hundreds of students.

### STEP-UP Chattanooga Steering Committee:

**Mayor Andy Berke**, Mayor, City of Chattanooga

**Dr. Dan Challener**, President, Public Education Foundation

**Jim Coppinger**, Mayor, Hamilton County

**Blake Freeman**, Future Ready Institutes, Hamilton County Department of Education

**Christy Gillenwater**, President & CEO, Chattanooga Area Chamber of Commerce

**Stacy Lightfoot**, Vice President of College & Career Success, Public Education Foundation

**Sarah Morgan**, President, Benwood Foundation

**Mitch Patel**, President & CEO, Vision Hospitality Group, Inc.

**Keith Sanford**, President & CEO, Tennessee Aquarium

**Scott Wilson**, Director of Community Relations and Health Foundation, BlueCross BlueShield of Tennessee



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