

Coaching Youth Guidebook



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Welcome to the C2L-PHL Guidebook for Coaching Youth

This guidebook aims to make coaching youth smoother and more enjoyable by providing actionable advice paired with relatable activities that can be implemented in C2L-PHL programs. By following the journey of Bria, a young employee at her first job at a local non-profit in Philadelphia, we demonstrate practical solutions to common challenges faced by youth in the workplace. Our goal is to equip you with the knowledge and confidence to be an outstanding coach, empowering youth at every stage, from those not yet of working age to those with workforce experience. Coaching is about inspiring and guiding the next generation, listening as much as teaching, and learning as much as leading.

This guidebook serves as a comprehensive resource for employment providers, offering foundational practices and advanced strategies for supervisors overseeing youth during worksite placements. The guidebook includes detailed scenarios that reflect real-life challenges, accompanied by corresponding activities designed to address these issues effectively. Additionally, it provides essential tools and templates to support youth employees' development, such as SMART Goal Worksheets, Skills Assessment Results Templates, and Career Roadmap Templates. Whether used as a manual for reference or a training tool for new and experienced supervisors, it ensures that each component of the program is effectively addressed. By investing in the growth and success of young people, we can help them transition smoothly into the workplace and thrive, ultimately preparing them to be the future leaders, innovators, and change-makers of our society.

Understanding Workplace Culture

Understanding workplace culture is crucial for new employees. It's like learning the unwritten rules of a new game – knowing them can make the difference between thriving and just surviving. You don't want to overwhelm youth with too much information, but you also don't want to be so vague that they have no idea what's going on. It's all about balance. As a wise manager once said, "Treat your new employees like houseplants. They need light (information) but not too much, or they'll wilt under pressure!"

Scenario 1: Fifteen-year-old Bria has just started her first job at a local non-profit organization in Philadelphia. During her first few weeks, Bria struggled with understanding the importance of punctuality and professional behavior. She often arrived late, chatted with friends during work hours, and did not follow the dress code, which began to affect her team's efficiency and morale.

Scenario 2: A few weeks into her job, Bria still feels unsure about how to handle typical workplace interactions. She often finds herself uncomfortable in conversations with colleagues and struggles to know the appropriate way to engage.

Scenario 3: As Bria gets involved in new projects, she encounters cultural differences that lead to misunderstandings with her team. She realizes the need for better tools to navigate and appreciate these differences.

ACTIVITIES

Activity 1: Onboarding Sessions on Workplace Values

Purpose: To ensure young employees understand workplace values, expectations, and culture.

Implementation:

- **Onboarding Sessions:** Conduct onboarding sessions covering workplace values, youth employee expectations, and an overview of company culture. Highlight the connection to Philadelphia's varied community to make the session relatable and impactful.
- **Outcome:** Bria learns the importance of punctuality, dress code adherence, and professional behavior, helping her feel more integrated and responsible in her role.

Activity 2: Interactive Role-Playing Activities

Purpose: To help new employees understand typical workplace interactions and feel more comfortable.

- **Role-Playing Activities:** Use interactive role-playing activities to help new employees understand typical workplace interactions, making them feel more comfortable and prepared to succeed.
- **Outcome:** Bria gains practical experience in handling workplace interactions, boosting her confidence and improving her communication skills with colleagues.

Activity 3: Diversity and Inclusion Discussions

Purpose: To promote understanding and appreciation of diversity and inclusion in the workplace.

- **Diversity and Inclusion Discussions:** Implement diversity and inclusion discussions at the start of new projects or team formations. Use real-life case studies and group discussions to highlight the benefits of an inclusive work environment.
- **Outcome:** Bria becomes more aware of and sensitive to cultural differences, leading to improved team cohesion and a more inclusive workplace environment.

UNDERSTANDING LEGAL AND ETHICAL WORK STANDARDS

Continuing with Bria's journey at her first job at a local non-profit, we will explore how targeted activities can help her overcome challenges related to legal and ethical work standards. By addressing issues such as maintaining confidentiality and understanding workplace ethics, these scenarios illustrate the importance of structured training and support for youth employees.

Scenario 1: Sixteen-year-old Bria, now a bit more seasoned in her job at the local non-profit organization in Philadelphia, faced another challenge. Despite her progress in understanding workplace culture, she struggled with the complexities of workplace ethics. One day, Bria inadvertently shared a colleague's personal information, not realizing it was a breach of confidentiality. This incident highlighted the need for a focused session on legal and ethical work standards.

Scenario 2: Bria encounters a situation where she is unsure if sharing certain information is appropriate. She realizes she needs guidance on making ethical decisions to avoid potential breaches of confidentiality and other ethical dilemmas.

Scenario 3: During her orientation, Bria is introduced to comprehensive training on legal and ethical work standards. She needs to understand these concepts thoroughly to navigate the workplace confidently and ethically.

ACTIVITIES

Activity 1: Special Session on Legal and Ethical Work Standards

- **Special Session:** Recognizing the issue, Bria's supervisor, Ms. Thompson, conducts a special session on understanding legal and ethical work standards. During the session, Ms. Thompson explains the significance of workplace ethics, privacy policies, and legal compliances. She uses relatable examples and interactive discussions to illustrate how each employee's actions impact the overall workplace atmosphere.
- **Outcome:** Bria begins to understand the unwritten rules of workplace ethics. She becomes more aware of the importance of maintaining confidentiality and adhering to ethical standards, which improves her performance and contributes to a more trustworthy and respectful work environment.

Activity 2: Ethical Decision-Making Flowchart

- **Ethical Decision-Making Flowchart:** Ms. Thompson creates a simple, visual flowchart that guides employees through the process of making ethical decisions. The flowchart is posted in the break room for easy access.
- **Outcome:** Bria refers to the ethical decision-making flowchart whenever she encounters a situation where she is unsure if sharing certain information is appropriate. The flowchart helps her decide whether to share the information or seek advice from her supervisor first, reinforcing her ability to navigate ethical dilemmas.

Activity 3: Interactive E-Learning Modules

- **Interactive E-Learning Modules:** During her orientation, Bria completes an e-learning module on workplace ethics. The module includes videos, quizzes, and interactive scenarios, such as handling confidential information or dealing with conflicts of interest.
- **Outcome:** Bria finishes the module with a certificate of completion, which is reviewed by her supervisor. This comprehensive training ensures that Bria understands legal and ethical work standards thoroughly, preparing her to navigate the workplace confidently and ethically.

[Link here](#)

CONDUCTING A SKILLS ASSESSMENT

Assessing the skills and interests of youth employees is essential for tailoring their training and development programs. This process helps identify their strengths, weaknesses, and areas of interest, allowing employers to provide the most relevant and effective support.

Scenario 1: Bria has just started her first job at a local non-profit organization in Philadelphia. She is unsure of her skills and interests, making it difficult for her supervisor, Ms. Thompson, to provide relevant training and support.

Scenario 2: After a month at the non-profit, Bria is comfortable in her role but still unclear about her career interests and potential. Ms. Thompson needs to understand Bria's aptitudes better to tailor her training program effectively.

Scenario 3: As Bria approaches the end of her program, Ms. Thompson needs to ensure that Bria is prepared for the next step in her career journey by evaluating her soft skills and digital literacy.

ACTIVITIES

Activity 1: Fun and Engaging Activities

Purpose: To assess the interests and basic skills of younger participants in an engaging manner.

- **Icebreaker Game:** To address Bria's uncertainty about her skills and interests, Ms. Thompson organizes a "Skills Bingo" game during the onboarding process. Bria marks off skills and interests she possesses as they are called out, with squares including items like "Loves working with numbers," "Enjoys creative writing," and "Has experience with public speaking."
- **Outcome:** Through this game, Ms. Thompson learns that Bria has a strong interest in creative writing and enjoys public speaking, revealing hidden talents that can be further developed.

Activity 2: Structured Career Aptitude Tests

Purpose: To get a clearer picture of mid-level participants' career interests and aptitudes, helping tailor training programs to their skills and goals.

- **Career Aptitude Test:** To better understand Bria's career interests and potential, Ms. Thompson has Bria complete a career aptitude test that includes questions about her preferences, strengths, and interests.
- **Outcome:** The test results indicate that Bria has a strong aptitude for communication and social sciences, suggesting she might excel in roles such as public relations or community outreach. This helps Ms. Thompson tailor Bria's training program accordingly.

Activity 3: Comprehensive Evaluations

Purpose: To evaluate the soft skills and digital literacy of older participants who are nearing the end of their program or about to enter the workforce.

- **Detailed Assessments:** To ensure Bria is prepared for the next step in her career journey, Ms. Thompson conducts a series of assessments that evaluate Bria's proficiency in professional software, teamwork, problem-solving, and communication skills.
- **Outcome:** The evaluations show that Bria is proficient in using digital tools for communication and has strong teamwork skills, indicating she is ready for more advanced roles in her career.

PERSONALIZED GOALS

Continuing with Bria's journey, we will explore how targeted activities can help her develop emotional intelligence and manage stress effectively. By addressing issues such as self-awareness, empathy, conflict resolution, and stress management, these scenarios illustrate the importance of structured training and support for youth employees.

Scenario 1: At the beginning of her program, Bria needs to enhance her self-awareness and emotional regulation. She often feels overwhelmed by her emotions and struggles to stay focused during work hours.

Scenario 2: A few months into her job, Bria realizes she needs to improve her empathy and conflict resolution skills to build better relationships with her colleagues and handle workplace conflicts effectively.

Scenario 3: As Bria nears the end of her program, she faces increased stress and realizes she needs advanced stress management techniques to maintain her well-being and performance.

ACTIVITIES

Activity 1: Reflective Journaling and Role-Play

Purpose: To enhance self-awareness and emotional regulation through guided reflective journaling and role-playing activities.

- **Reflective Journaling:** At the beginning of the program, Bria is introduced to guided reflective journaling to enhance self-awareness and emotional regulation. She receives prompts such as "What made you feel proud today?" and "How did you handle a challenging situation?" Regular check-ins with her supervisor, Ms. Thompson, support her growth.
- **Outcome:** Bria becomes more aware of her emotions and learns to regulate them better, gaining confidence in expressing her thoughts and handling daily challenges.

Activity 2: Empathy and Conflict Resolution Workshops

Purpose: To improve empathy and conflict resolution skills through advanced role-playing scenarios and workshops.

- **Role-Playing Scenarios:** For mid-level participants, Bria participates in advanced role-playing scenarios that focus on empathy, conflict resolution, and emotional regulation during a monthly emotional intelligence workshop. She practices resolving conflicts and understanding others' perspectives.
- **Outcome:** Bria develops stronger empathy and conflict resolution skills, enhancing her ability to navigate interpersonal relationships in the workplace and resolve conflicts effectively.

Activity 3: Comprehensive Stress Management Programs

Purpose: To provide advanced stress management techniques and personalized support for managing increased demands and maintaining well-being.

Scenario Resolution:

- **Stress Management Workshops:** As Bria prepares for higher-level responsibilities, she engages in comprehensive stress management programs that include personalized support. She participates in regular one-on-one check-ins, advanced mindfulness practices, and access to mental health resources.
- **Outcome:** Bria is well-prepared to manage the increased demands of her role. She has a robust toolkit of stress management techniques and a personalized plan to maintain her well-being, improving her overall performance and resilience.

COMMUNICATION AND COLLABORATION

Continuing with Bria's journey at her first job, we will explore how targeted activities can help her develop effective communication and collaboration skills. By addressing issues such as verbal and written communication, professional presentation skills, and teamwork, these scenarios illustrate the importance of structured training and support for youth employees.

Scenario 1: At the beginning of her summer program, Bria is assigned to lead a community outreach project. She feels overwhelmed by the responsibility and struggles with basic verbal and written communication skills, which affects her confidence in introducing herself to community members and writing project emails.

Scenario 2: A few months into her job, Bria is tasked with presenting the progress of her project to the board of directors. She realizes she needs to improve her professional email etiquette and presentation skills to communicate more effectively with senior staff and stakeholders.

Scenario 3: As Bria prepares for leadership roles, she is chosen to negotiate partnerships with other organizations and lead a team for a new initiative. She faces challenges in public speaking, negotiation, and advanced writing, which she needs to master for her new responsibilities.

ACTIVITIES

Activity 1: Interactive Communication Skills Sessions

Purpose: To teach participants the basics and advanced techniques of verbal and written communication, depending on their stage in the program.

- **Interactive Communication Skills Session:** To address her struggles, Bria participates in role-playing exercises where she practices introducing herself, making phone calls, and writing simple emails. These hands-on activities make learning engaging and practical.
- **Outcome:** Bria becomes more confident in her ability to communicate effectively, both verbally and in writing, laying a strong foundation for her leadership in the community outreach project.

Activity 2: Advanced Workshops on Professional Communication

Purpose: To improve professional email etiquette and presentation skills.

- **Advanced Workshops:** In preparation for her presentation to the board, Bria attends workshops focused on professional email etiquette and presentation skills. She learns how to structure emails, use appropriate language, and deliver presentations with confidence.
- **Outcome:** Bria feels more prepared to handle professional communications and presentations, enhancing her overall competence and confidence in presenting her project's progress to the board of directors.

Activity 3: Comprehensive Training for Leadership Roles

Purpose: To master public speaking, negotiation, and advanced writing skills for leadership responsibilities.

- **Comprehensive Training:** As Bria takes on her new leadership roles, she undergoes comprehensive training in public speaking, negotiation, and advanced writing skills. She practices delivering speeches, negotiating with potential partners, and writing detailed reports.
- **Outcome:** Bria feels valued and supported, knowing she can approach her supervisor with any concerns or suggestions.

PROFESSIONAL ETIQUETTE AND WORK ETHIC

We will explore how targeted activities can help Bria overcome various workplace challenges. By addressing issues such as punctuality, appropriate workplace attire, professional etiquette, and preparing for leadership roles, these scenarios highlight the importance of structured training and support for youth employees.

Scenario 1: Bria often struggles with punctuality and understanding appropriate workplace attire. She sometimes arrives late and wears casual clothes, not realizing the importance of these aspects in a professional setting. Her supervisor, Ms. Thompson, decides to address these challenges through interactive games and role-playing activities during orientation.

Scenario 2: A few weeks into her job, Bria realizes she needs to improve her professional etiquette to build better relationships with her colleagues and communicate effectively.

Scenario 3: As Bria nears the end of her program, she aspires to take on leadership roles but feels unprepared for the advanced responsibilities and ethical considerations these roles entail.

ACTIVITIES

Activity 1: Interactive Games

- **Interactive Games:** During orientation, Bria engages in a game where she matches different dress codes to appropriate workplace settings. Another game involves setting alarms and planning a morning routine to ensure punctuality.
- **Outcome:** These activities make learning fun and engaging for Bria, helping her understand the importance of being on time and dressing appropriately for work. This lays a strong foundation for her professional behavior.

Activity 2: Detailed Sessions on Professional Etiquette

- **Detailed Sessions on Professional Etiquette:** Bria participates in practical exercises and discussions focused on workplace decorum, effective communication, and building professional relationships. She practices writing professional emails and role-plays different communication scenarios.
- **Outcome:** Bria feels more confident in her ability to adhere to workplace norms, communicate effectively, and build strong professional relationships, enhancing her overall competence and confidence in the workplace.

Activity 3: Comprehensive Training on Advanced Topics

- **Comprehensive Training:** Bria attends workshops on ethical leadership, seminars on corporate social responsibility, and networking events to practice her skills.
- **Outcome:** Bria's understanding of advanced professional concepts deepens, preparing her for higher-level responsibilities and ethical leadership. She is ready to take on leadership roles with a strong foundation in ethics and professional networking.

BUILDING EMOTIONAL INTELLIGENCE

Next, we will explore how targeted activities can help Bria, develop her emotional intelligence and networking skills. By addressing issues such as self-awareness, empathy, conflict resolution, and networking techniques, these scenarios illustrate the importance of structured training and support for youth employees.

Scenario 1: At the beginning of her program, Bria often feels overwhelmed by her emotions and struggles to stay focused during work hours. She needs to enhance her self-awareness and emotional regulation.

Scenario 2: A few months into the program, Bria faces conflicts with her colleagues and realizes she needs to improve her empathy and conflict resolution skills.

Scenario 3: As Bria approaches the end of her program, she needs deeper insights into her personal growth and preparation for future challenges. She seeks to develop advanced emotional intelligence skills through reflective journaling and coaching.

ACTIVITIES

Activity 1: Guided Reflective Journaling

Purpose: To enhance self-awareness and emotional regulation through guided reflective journaling.

- **Guided Reflective Journaling:** Bria participates in journaling activities where she reflects on prompts like "What made you feel proud today?" and "How did you handle a challenging situation?" Regular check-ins with her supervisor, Ms. Thompson, support her growth.
- **Outcome:** Bria becomes more aware of her emotions and learns to regulate them better, gaining confidence in expressing her thoughts and handling daily challenges.

Activity 2: Role-Playing Scenarios

Purpose: To develop empathy and conflict resolution skills through role-playing exercises.

- **Role-Playing Scenarios:** Bria engages in role-playing exercises focusing on empathy, conflict resolution, and emotional regulation during a monthly emotional intelligence workshop. These activities help her practice resolving conflicts and understanding others' perspectives.
- **Outcome:** Bria develops stronger empathy and conflict resolution skills, enhancing her ability to navigate interpersonal relationships in the workplace.
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Activity 3: In-Depth Reflective Journaling and Coaching

Purpose: To gain profound insights into personal growth and prepare for future challenges through deeper reflective journaling and one-on-one coaching.

- **In-Depth Reflective Journaling:** Bria participates in deeper reflective journaling sessions paired with one-on-one coaching. Prompts include "What have you learned about yourself in this role?" and "How can you apply these lessons to future challenges?"
- **Outcome:** Bria gains profound insights into her personal growth and prepares for future challenges with a clear plan and support system.

DEVELOPING NETWORKING SKILLS

Continuing with Bria's journey at her first job at a local non-profit, we will explore how targeted activities can help her develop essential networking skills. By addressing challenges such as initiating conversations, building professional relationships, and mastering advanced networking techniques, these scenarios illustrate the importance of structured training and support for youth employees.

Scenario 1: At the beginning of her networking journey, Bria feels nervous about introducing herself and engaging in conversations at networking events.

Scenario 2: A few months into the program, Bria needs to practice more detailed networking conversations and improve her ability to build professional relationships.

Scenario 3: As Bria approaches the end of her program, she seeks to master advanced networking skills, including following up after events and making lasting impressions.

ACTIVITIES

Activity 1: Role-Playing Networking Techniques

Purpose: To teach effective networking techniques through role-playing exercises.

Scenario Resolution for Scenario 1:

- **Role-Playing Networking Techniques:** Bria participates in a workshop where she practices introducing herself to others in a mock networking event. Prompts include, "Hi, I'm Bria, and I'm interested in learning more about careers in non-profits. What do you do?"
- **Outcome:** Bria becomes more confident in her ability to introduce herself and engage in conversations, laying the foundation for effective networking.

Activity 2: Organizing Internal Networking Events

Purpose: To practice more detailed networking conversations and build professional relationships.

Scenario Resolution for Scenario 2:

- **Internal Networking Events:** Ms. Thompson arranges internal networking events where Bria can meet employees from different departments. Bria practices discussing career paths and industry trends with prompts like, "I'm Bria, and I'm passionate about community outreach. Can you tell me about your journey in this field and any tips you have for someone just starting?"
- **Outcome:** Bria improves her ability to engage in detailed networking conversations and builds stronger professional relationships.

Activity 3: Attending Industry-Specific Networking Events

Purpose: To master advanced networking skills, including following up after events and making lasting impressions.

Scenario Resolution for Scenario 3:

- **Industry-Specific Networking Events:** Bria attends industry-specific networking events and conferences. Ms. Thompson provides resources such as business cards and tips on how to make a lasting impression. Bria practices sending follow-up messages, such as, "Hi Rachel, it was great meeting you at the community outreach conference. I'd love to connect and learn more about your work at the non-profit organization."
- **Outcome:** Bria masters advanced networking skills, making lasting impressions and building valuable professional connections.

NETWORKING AND MENTORSHIP

Continuing with Bria's journey at her first job at a local non-profit, we will explore how targeted activities can help her develop emotional intelligence and networking skills. By addressing issues such as self-awareness, empathy, conflict resolution, and networking techniques, these scenarios illustrate the importance of structured training and support for youth employees.

Scenario 1: At the beginning of her program, Bria often feels overwhelmed by her emotions and struggles to stay focused during work hours. She needs to enhance her self-awareness and emotional regulation.

Scenario 2: A few months into the program, Bria faces conflicts with her colleagues and realizes she needs to improve her empathy and conflict resolution skills. Additionally, she needs to practice more detailed networking conversations to build professional relationships.

Scenario 3: As Bria approaches the end of her program, she needs deeper insights into her personal growth and preparation for future challenges. She seeks to develop advanced emotional intelligence skills and master advanced networking skills, including following up after events and making lasting impressions.

ACTIVITIES

Activity 1: Guided Reflective Journaling and Role-Playing Networking Techniques

Purpose: To enhance self-awareness, emotional regulation, and basic networking skills.

- **Guided Reflective Journaling and Role-Playing Networking Techniques:** Bria participates in journaling activities with prompts like "What made you feel proud today?" and "How did you handle a challenging situation?" Regular check-ins with her supervisor, Ms. Thompson, support her growth. Additionally, Bria practices introducing herself at a mock networking event with prompts such as, "Hi, I'm Bria, and I'm interested in learning more about careers in non-profits. What do you do?"
- **Outcome:** Bria becomes more aware of her emotions and learns to regulate them better, gaining confidence in expressing her thoughts and handling daily challenges. She also becomes more confident in her ability to introduce herself and engage in conversations, laying the foundation for effective networking.

Activity 2: Empathy and Conflict Resolution Workshops, Internal Networking Events

Purpose: To develop empathy, conflict resolution skills, and detailed networking conversations.

- **Empathy and Conflict Resolution Workshops:** Bria engages in role-playing exercises focusing on empathy, conflict resolution, and emotional regulation during a monthly workshop. These activities help her practice resolving conflicts and understanding others' perspectives.
- **Internal Networking Events:** Ms. Thompson arranges internal networking events where Bria can meet employees from different departments. Bria practices discussing career paths and industry trends with prompts like, "I'm Bria, and I'm passionate about community outreach. Can you tell me about your journey in this field and any tips you have for someone just starting?"
- **Outcome:** Bria develops stronger empathy and conflict resolution skills, enhancing her ability to navigate interpersonal relationships in the workplace. She also improves her ability to engage in detailed networking conversations and builds stronger professional relationships.

Activity 3: In-Depth Reflective Journaling and Coaching, Industry-Specific Networking Events

Purpose: To gain profound insights into personal growth, prepare for future challenges, and master advanced networking skills.

- **In-Depth Reflective Journaling and Coaching:** Bria participates in deeper reflective journaling sessions paired with one-on-one coaching. Prompts include "What have you learned about yourself in this role?" and "How can you apply these lessons to future challenges?"
- **Industry-Specific Networking Events:** Bria attends industry-specific networking events and conferences. Ms. Thompson provides resources such as business cards and tips on how to make a lasting impression. Bria practices sending follow-up messages, such as, "Hi Rachel, it was great meeting you at the community outreach conference. I'd love to connect and learn more about your work at the non-profit organization."
- **Outcome:** Bria gains profound insights into her personal growth and prepares for future challenges with a clear plan and support system. She also masters advanced networking skills, making lasting impressions and building valuable professional.

CONTINUOUS LEARNING & INTEGRATING FEEDBACK

Next, we will explore how targeted activities can help her develop a habit of continuous learning and effectively integrate feedback for ongoing development. By addressing issues such as fostering an ongoing learning attitude and utilizing feedback mechanisms, these scenarios illustrate the importance of structured training and support for youth employees.

Scenario 1: At the beginning of her program, Bria feels overwhelmed by the various online learning platforms available and is unsure how to begin her continuous learning journey.

Scenario 2: A few months into her job, Bria realizes she needs practical experience to apply the skills she is learning and requires guidance on hands-on projects.

Scenario 3: As Bria approaches the end of her program, she wants to contribute to the improvement of the training programs but needs an effective way to provide detailed feedback and suggestions.

ACTIVITIES

Activity 1: Introduction to Online Learning Platforms

Purpose: To guide youth in exploring and utilizing online educational platforms.

Scenario Resolution for Scenario 1:

- **Introduction to Online Learning Platforms:** Bria is introduced to platforms like Khan Academy for basic digital literacy and an introduction to online learning. Ms. Thompson provides a sample training session focused on navigating these platforms.
- **Outcome:** Bria becomes familiar with online educational resources, gaining confidence in her ability to continue learning independently.

Activity 2: Hands-On Projects and Skill Application

Purpose: To encourage youth to learn and practice new skills relevant to emerging global industry trends through practical projects.

Scenario Resolution for Scenario 2:

- **Hands-On Projects and Skill Application:** Bria participates in hands-on projects where she applies new skills, such as building a simple website or developing a basic business plan. These projects are aligned with courses on platforms like Coursera or edX.
- **Outcome:** Bria gains practical experience in applying new skills, enhancing her understanding and ability to contribute effectively to her role.

Activity 3: Constructive Feedback Mechanisms

Purpose: To establish a routine for receiving and implementing feedback from youth about their learning experiences and program improvements.

Scenario Resolution for Scenario 3:

- **Constructive Feedback Mechanisms:** Bria uses digital feedback tools and participates in brief one-on-one interviews to share her experiences and suggestions. Physical suggestion boxes and QR codes with quick digital surveys are also set up for ease of access.
- **Outcome:** Bria feels empowered to provide valuable insights and suggestions for the ongoing development of the training programs, contributing to a continuous improvement culture.

CULTIVATING AN INCLUSIVE AND SUPPORTIVE ENVIRONMENT

As Bria navigates her early days at a new job, we'll uncover how specific activities can cultivate her growth in a welcoming and supportive setting. Through scenarios that emphasize promoting diversity, inclusion, and robust support networks, we'll see how structured training can be the catalyst for Bria's personal and professional development.

Scenario 1: At the beginning of her program, Bria feels unsure about her place in the workplace and needs to feel more welcomed and valued in her work environment.

Scenario 2: A few months into her job, Bria encounters situations where she feels that cultural differences are leading to misunderstandings and she needs better tools to navigate these interactions.

Scenario 3: As Bria approaches the end of her program, she seeks stronger support networks and resources to help her and her peers address minority experiences and career advice more effectively.

ACTIVITIES

Activity 1: Diversity and Inclusion Training Sessions

Purpose: To create a workplace where all youth employees feel welcomed and valued.

- **Diversity and Inclusion Training Sessions:** Bria participates in engaging, interactive activities that introduce diversity and inclusion concepts. These sessions are designed to help younger participants feel more integrated and appreciated in their workplace.
- **Outcome:** Bria feels more welcomed and valued, understanding the importance of diversity and inclusion, which enhances her confidence and sense of belonging.

Activity 2: Cultural Awareness and Celebration Activities

Purpose: To enhance workplace cohesion and understanding through the celebration of various cultures and perspectives.

- **Cultural Awareness and Celebration Activities:** Bria participates in "Culture Days" where employees celebrate different cultures through food, music, and storytelling. These events help her understand and appreciate her colleagues' various backgrounds.
- **Outcome:** Bria gains a better understanding of cultural differences, leading to improved workplace cohesion and reduced misunderstandings.

Activity 3: Support Networks and Accessible Resources

Purpose: To provide solid support systems for unique needs and ensure resources like counseling and career advice are readily accessible.

- **Support Networks and Accessible Resources:** Bria joins informal peer support groups that cater to minority experiences and women's issues in the workplace. Additionally, the organization partners with local community organizations to offer free counseling and career advice.
- **Outcome:** Bria feels supported and has access to necessary resources, which helps her navigate challenges and enhances her overall well-being and career development.

SUMMARY

In Bria's journey into the workforce as she explores career options, a series of targeted activities have been designed to support her career training and development. These activities address essential aspects such as emotional intelligence, networking skills, continuous learning, feedback integration, diversity and inclusion, and support networks. Each activity is crafted to help Bria overcome specific challenges, enhance her skills, and prepare her for a successful career.

1. **Enhancing Emotional Intelligence and Networking Skills:**

- **Guided Reflective Journaling and Role-Playing Networking**

Techniques: These activities help Bria become more aware of her emotions, regulate them effectively, and build confidence in networking scenarios.

- **Empathy and Conflict Resolution Workshops, Internal Networking**

Events: Through these workshops and events, Bria develops stronger empathy, conflict resolution skills, and improves her ability to engage in professional networking.

- **In-Depth Reflective Journaling and Coaching, Industry-Specific**

Networking Events: These advanced activities prepare Bria for future challenges, provide personal growth insights, and enhance her networking capabilities.

2. **Continuous Learning and Feedback Integration:**

- **Introduction to Online Learning Platforms:** This activity introduces Bria to various educational platforms, fostering her ability to continue learning independently.

- **Hands-On Projects and Skill Application:** By engaging in practical projects, Bria applies new skills and gains practical experience relevant to her role.

- **Constructive Feedback Mechanisms:** These tools empower Bria to provide valuable feedback, contributing to the continuous improvement of training programs and fostering a culture of ongoing development.

3. **Creating a Safe Haven Through Diversity and Inclusion:**

- **Diversity and Inclusion Training Sessions:** These sessions help Bria feel more welcomed and valued in the workplace, enhancing her confidence and sense of belonging.

- **Cultural Awareness and Celebration Activities:** Bria gains a deeper understanding of her colleagues' backgrounds, leading to improved workplace cohesion.

- **Support Networks and Accessible Resources:** Joining support groups and accessing resources like counseling and career advice provide Bria with the necessary support to navigate workplace challenges and enhance her career development.

TOOL & TEMPLATES

To further support Bria and other youth employees, the following pages contain a variety of tools and templates designed to facilitate their career development journey. These resources include:

- Employers' Onboarding Plan for Youth Interns (page 29)
- Digital Literacy Standards Assessment (page 35)
- Youth Performance Assessment (page 38)
- Goal Setting Session Template (page 42)
- Progress Review Sessions Template (page 47)
- Career Clusters Survey (page 51)
- "You Decide" Role-Play Activity (page 63)
- Building an Inclusive Environment (page 64)
- Mentoring Template for Youth Entering the Workforce (page 66)

Employers' Onboarding Plan for Youth Interns

What's your plan for onboarding youth?

Ensure youth interns have a smooth transition into their roles, feel supported and empowered to succeed, and gain valuable skills and experiences during their internship. Use the checklist below to create a plan for onboarding youth.

Welcome and Orientation

Example: Upon arriving at the workplace, the youth intern is greeted by their supervisor and taken on a tour of the office or workplace. During the orientation session, they are introduced to the company's mission, vision, values, and culture, and given a handbook outlining key policies and procedures. They meet their mentor and team members who welcome them and help throughout the onboarding process.

Introduction to _____	
○	Provide an overview of the business/organization's mission, values, and culture
○	Introduction to supervisor:
○	Introduction to mentor:
○	Introduction to team:
○	Familiarize the youth with their work environment, including office layout, facilities, and key departments
○	Review Policies and Procedures <ul style="list-style-type: none"> • Safety Protocol • Professional Conduct

Youth Getting to Know Their Work

Example: The youth intern's role is to assist the marketing team with social media management. In the first week, they attend training sessions on social media strategies, content creation tools, and branding guidelines. They are assigned a small project to create a social media post for an upcoming campaign and are provided with constructive feedback from their supervisor to help refine their skills.

Roles and Responsibilities	
○	Youth intern's role is outlined with responsibilities and objectives for their time with the organization/business. Don't know where to start? Refer to the [Developmentally Appropriate Job Tasks] list to get started.
○	Training Sessions or Workshops youth must attend; <ol style="list-style-type: none"> 1. _____ 2. _____ 3. _____ 4. _____ 5. _____
○	Resources to be shared with youth (e.g., employee handbook, login credentials) <ol style="list-style-type: none"> 1. _____

	<ol style="list-style-type: none"> 2. _____ 3. _____ 4. _____ 5. _____
○	<p>Collaboratively establish short-term and long-term goals with youth</p> <p>Short-Term Goals</p> <ol style="list-style-type: none"> 1. 2. 3. <p>Long-Term Goals</p> <ol style="list-style-type: none"> 1. 2. 3.
○	What is the youth's personal and professional aspirations?
○	<p>Review Coaching Framework with Youth.</p> <ul style="list-style-type: none"> • Check out the CLEAR Coaching Framework tool located on the Tools and Templates page to get coaching started. If you'd like assistance with conducting the conversation, check out Empowerment Dialogue tool also located on the Tools and Templates page on the Online Resource Library.

Overview of Work

Example: During the first 10 hours of work, the youth intern focuses on shadowing team members, attending meetings, and familiarizing themselves with the company's systems and processes. By the 30-hour mark, they are actively contributing to team discussions, generating ideas for social media content, and scheduling posts for various platforms. They have gained confidence in their role and are eager to take on more responsibilities.

Work Overview	
○	<p>First 10 Hours</p> <ul style="list-style-type: none"> • Orientation • Training • Tasks
○	<p>Next 20 Hours</p> <ul style="list-style-type: none"> • Assigned Projects • Team Meetings to Attend • Schedule Feedback and Guidance
○	<p>Mid-internship Review</p> <ul style="list-style-type: none"> • Mid-Internship Review Date:
○	Address Challenges
○	<p>Review Goals</p> <ul style="list-style-type: none"> • Any adjustments?

End of Internship

Example: As the work placement comes to an end, the youth intern presents their final project – a comprehensive social media strategy for an upcoming project launch. They showcase their work to the marketing team and receive positive feedback on their creativity and attention to detail. During the exit interview, they express gratitude for the opportunity to learn and grow, and receive a certificate of completion as recognition of their achievements.

1. *Final Project or Presentation:* Assign final projects or presentations for the intern to showcase their accomplishments and contributions during their time at your worksite. Work with your youth provider to ensure alignment of youth expectations.
2. *Exit Interview:* Conduct an exit interview to gather feedback from the intern, discuss their overall experiences, and provide guidance for future career endeavors with youth workforce providers.
3. *Acknowledgement and Recognition:* Recognize the intern’s achievements and contributions with a certificate of completion or acknowledgement letter.

Must Knows for Youth Communication and Reporting

Communication with Supervisors and Team Members

Youth interns must communicate regularly with their supervisor while adhering to workplace etiquette. Below are some strategies to support youth communication.

- Encourage open communication and regular check-ins with supervisors to discuss progress, ask questions, and seek feedback.
- Emphasize the importance of professionalism in all communications, including emails, phone calls, and in-person interactions.
- Reporting Absences and Grievances
 - Provide clear instructions on how to report absences, including whom to notify and the preferred method of communication (e.g., phone call, email).
 - Establish a grievance procedure for addressing any concerns or issues that may arise during the internship, ensuring that youth feel supported and heard.
 - Reporting Forms
 - o Absence
 - o Grievance
 - o Injury
 - o Incidents

Additional Resources and Support

1. Mentorship and Support

2. Check out C2L-PHL Online Resource Library. There you will be able to register for online trainings and gain access to additional resources and support.

Below you will find blank templates you may use to pull together your plans for onboarding youth. Feel free to make necessary edits to the templates so that it aligns with your business or organization!

Welcome and Orientation

Introduction to _____	
○	Overview of the business/organization’s mission, values, and culture with team member:
○	Introduction to supervisor:
○	Introduction to mentor:
○	Introduction to team:
○	What is your ideal work environment?
○	Office/Facilities Tour
○	Review Policies and Procedures <ul style="list-style-type: none"> • Safety Protocol • Professional Conduct

Your Work

Your Role and Responsibilities	
	Position Title: Major Responsibilities Review 1. _____ _____ _____ _____
	Training Sessions or Workshops you must attend; 1. <u> Title of Training/Date & Time </u> 2. _____ 3. _____ 4. _____ 5. _____
	Resources to be shared (e.g., employee handbook, login credentials) 1. _____ 2. _____ 3. _____ 4. _____ 5. _____
	Your goals during this work experience: Short-Term Goals

	<ol style="list-style-type: none"> 1. 2. 3. <p>Long-Term Goals</p> <ol style="list-style-type: none"> 1. 2. 3.
	What are your personal and professional aspirations?
	<p>Youth Intern Coaching Details</p> <p>Coach Name:</p> <p>Mentor Name:</p> <p>Weekly Check-Ins will take place:</p> <p>Concerns/Challenges:</p> <p>Strengths:</p>

Work Overview

Work Overview	
○	First 10 Hours <ul style="list-style-type: none"> • Orientation • Training • Tasks
○	Next 20 Hours <ul style="list-style-type: none"> • Assigned Project 1 • Assigned Project 2 • Assigned Project 3 • Team Meetings to Attend:

	<ol style="list-style-type: none">1.2.3. <ul style="list-style-type: none">• Feedback and Guidance Schedule
○	Mid-internship Review Date: <ol style="list-style-type: none">1. Challenges2. Review Goals3. Review Completed Tasks4. Review Upcoming Tasks

Digital Literacy Standards Assessment

Administer the assessment in a computer lab or on devices where students can demonstrate each skill. Observe students as they perform each task, providing guidance if needed. Rate each skill based on the student's performance. Use the results to identify areas where students need additional instruction or practice.

Basic Computer Skills

1. Turning On/Off a Computer:
 - Can the student turn a computer on and off properly?
 - Can the student log in and log out of a computer system?
2. File Management:
 - Can the student create, rename, and delete files and folders?
 - Can the student navigate between different folders and drives?
3. Using a Mouse and Keyboard:
 - Can the student use a mouse to click, double-click, right-click, and drag?
 - Can the student type accurately and efficiently?

Internet Usage

4. Web Browsing:
 - Can the student open and close a web browser?
 - Can the student use a search engine to find information?
5. Evaluating Online Information:
 - Can the student differentiate between reliable and unreliable sources?
 - Can the student identify advertisements and sponsored content?
6. Online Communication:
 - Can the student send and receive emails?
 - Can the student use chat applications or messaging services?

Online Safety

7. Password Security:
 - Can the student create a strong password?
 - Does the student understand the importance of not sharing passwords?
8. Privacy Settings:
 - Can the student adjust privacy settings on social media accounts?
 - Does the student know how to control who sees their posts and personal information?
9. Recognizing Scams and Phishing:
 - Can the student identify phishing emails and scam websites?
 - Does the student know what to do if they encounter a scam?

Software Proficiency

10. Word Processing:

- Can the student create, save, and edit a document using word processing software (e.g., Microsoft Word, Google Docs)?
- Can the student format text (e.g., bold, italicize, underline)?

11. Spreadsheets:

- Can the student create, save, and edit a spreadsheet using spreadsheet software (e.g., Microsoft Excel, Google Sheets)?
- Can the student perform basic calculations and create simple charts?

12. Presentations:

- Can the student create, save, and edit a presentation using presentation software (e.g., Microsoft PowerPoint, Google Slides)?
- Can the student add text, images, and transitions to a presentation?

Assessment Checklist

For each skill, rate the student's proficiency on a scale of 1-3:

1. **Not Proficient** - The student is unable to perform the task.
2. **Basic Proficiency** - The student can perform the task with assistance.
3. **Proficient** - The student can perform the task independently.

Skill	Not Proficient (1)	Basic Proficiency (2)	Proficient (3)
Turning On/Off a Computer			
File Management			
Using a Mouse and Keyboard			
Opening/Closing a Browser			
Using a Search Engine			
Evaluating Online Information			
Sending and Receiving Emails			
Using Chat Applications			
Creating a Strong Password			
Adjusting Privacy Settings			
Recognizing Scams/Phishing			
Creating/Editing a Document			
Formatting Text			
Creating a Spreadsheet			

Skill	Not Proficient (1)	Basic Proficiency (2)	Proficient (3)
Performing Basic Calculations			
Creating a Presentation			
Adding Text/Images			

Youth Performance Assessment

This Youth Performance Assessment Template is designed to help employers evaluate the performance of youth employees or interns. This template serves as a tool for assessing skill areas, identifying areas for improvement, and providing constructive feedback to support the professional development of youth.

How to Use the Template

1. *Gather Information:* Begin by collecting basic details about the youth intern, including their name, position, and duration of the internship or work-based learning assignment.
2. *Assess Skill Areas:* Identify specific skill areas or competencies to assess, such as communication, teamwork, problem-solving, technical skills, and work ethic.
3. *Evaluate Performance:* Use the provided rating scale to evaluate the youth's performance in each skill area, citing specific observations and examples to support your assessment.
4. *Target Skill Gaps:* Highlight any skill gaps, or areas for improvement identified during the assessment, offering recommendations for skill development, training, or support to address these gaps. All skill gaps will address 21st century and employability skills.
5. *Share Insights:* Share insights and feedback with youth workforce providers to promote collaboration and a shared commitment to the youth's success.
6. *Conduct a Feedback Session:* Schedule a feedback session with the youth to discuss assessment findings, share feedback, and collaboratively develop a plan for addressing skill gaps and enhancing performance.

By following these steps and utilizing this template, employers can effectively assess youth performance, target skill gaps, and support the professional development of youth in the workforce. When you are ready download the tool, remove the instruction box, and begin entering youth information.

Youth Performance Assessment Template

Youth Information

Instructions: As part of your responsibility, you are assigned to review the following youth intern on their performance during their work-based learning experience. As you fill out the assessment, please remain objective in your observations and utilize the scale to determine the degree of the youth's performance. Please record any necessary information you may have to further explain your rating.

Name:

Position:

Duration of Employment/Internship:

Rating Scale

1. Needs Improvement, 5 - Exceptional Performance

Punctuality and Reliability: *Accountable for work schedule and effectively completing tasks/activities*

1	2	3	4	5	N/A	Score _____
1 - Repeated no-show shifts, doesn't effectively complete tasks/activities						
3 - Late once or twice, overall feel you can count on them.						
5 - No missed shifts, consistently on time, shows willingness to sub for others						
Notes:						

Communication:

1	2	3	4	5	N/A	Score _____
1 -						
3 -						
5 -						
Notes:						

Teamwork:

	1	2	3	4	5	N/A	Score _____
1 -							
3 -							
5 -							
Notes:							

Problem-solving:

	1	2	3	4	5	N/A	Score _____
1 -							
3 -							
5 -							
Notes:							

Critical Thinking:

	1	2	3	4	5	N/A	Score _____
1 -							
3 -							
5 -							
Notes:							

Technical Skill 1:

1	2	3	4	5	N/A	Score _____
1 -						
3 -						
5 -						
Notes:						

Technical Skill 2:

1	2	3	4	5	N/A	Score _____
1 -						
3 -						
5 -						
Notes:						

Technical Skill 3:

1	2	3	4	5	N/A	Score _____
1 -						
3 -						
5 -						
Notes:						

Work Ethic:

1	2	3	4	5	N/A	Score _____
1 -						
3 -						
5 -						
Notes:						

Goal Setting Session Template

Introducing the Program SMART Goals Activity

Welcome to the Program SMART Goals activity! Setting clear, actionable goals is essential for the success of your youth workforce program. This activity is designed to help frontline staff develop meaningful goals that align with your program's purpose and desired outcomes. By ensuring that your goals are SMART (Specific, Measurable, Achievable, Relevant, and Time-bound), you can create a focused roadmap for achieving program success.

Sample Program SMART Goal

Goal: Increase engagement and satisfaction through individualized career development plans and activities of youth who regularly attend C2L-PHL programming by 10% at the end of the required skill development hours, as measured by pre- and post- career reflection surveys.

Let's break down this sample goal into its SMART components:

Specific: Clearly defines the target audience and what needs to be achieved.

Measurable: Uses pre- and post-career reflection surveys to measure outcomes.

Achievable: Believes that a 10% increase in engagement and satisfaction is attainable through the program.

Relevant: Aligns with high-quality career-connected learning indicators.

Time-bound: Measures outcomes at the end of the required skill development hours for the C2L-PHL program.

Needs Assessment and Program SMART Goal

Use the chart on the next page to add your program SMART goals. Here's an example to guide you:

Needs Assessment Statement:

Last year's end-of-program survey indicates that youth often lose interest in career or work-related programs. Feedback from youth suggests a lack of personalized attention to their goals, values, and unique circumstances, leading to decreased enthusiasm and commitment to the program.

Program SMART Goal:

Increase engagement and satisfaction through individualized career development plans and activities of youth who regularly attend C2L-PHL programming by 10% at the end of the required skill development hours, as measured by pre- and post-career reflection surveys.

Introducing the Activity SMART Goals

Activity SMART goals ensure that each activity within your program supports the overarching program goals. The sample activity SMART goal below aligns with our program SMART goal, aiming to increase engagement and satisfaction by the end of the skill development hours. This specific activity goal targets a value (continuous learning) based on student needs and interests.

Sample Activity Goal:

At least 90% of students who attend C2L-PHL for the entire program duration will gain new insights, skills, and perspectives through mentorship, as measured by a post-mentorship self-reflection survey.

Needs Assessment and Activity SMART Goal

Once your team has completed a needs assessment, use the chart below to record your activity SMART goals. Here's an example to get you started:

Activity: Mentorship

Needs Assessment Statement:

Our youth are losing interest in completing their work placements and assignments, based on youth feedback. While talking with youth and employers, we learned that many youths have a strong desire for ongoing opportunities to expand their knowledge and develop new skills. From youth voice data, we found that youth would like to connect with industry leaders to learn about various paths to success in their desired careers.

Program SMART Goal:

Increase engagement and satisfaction through individualized career development plans and activities of youth who regularly attend C2L-PHL programming by 10% at the end of the required skill development hours, as measured by pre- and post-career reflection surveys.

Activity SMART Goal:

At least 90% of students who attend C2L-PHL for the entire program duration will gain new insights, skills, and perspectives through mentorship, as measured by a post-mentorship self-reflection survey

Your Turn:

Now it's your turn to create program and activity SMART goals. Use the provided charts to document your goals, ensuring they are Specific, Measurable, Achievable, Relevant, and Time-bound. This exercise will help you and your team set a clear, focused path toward achieving your program's desired outcomes.

Program SMART Goals

Goals provide a road map for your youth workforce program. Work with frontline staff to set meaningful goals – and to ensure that everyone understands how the goals connect to program’s purpose and desired outcomes. Use the sample program SMART goal below as a model to help your create program SMART goals. If you already have program goals in place, make sure they’re SMART (specific, measurable, achievable, relevant, and time bound)!

Sample Program Goal: *Increase engagement and satisfaction through individualized career development plans and activities of youth who regularly attend C2L-PHL programming by 10% at the end of the required skill development hours, as measured by pre- and post- career reflection surveys.*

Increase engagement and satisfaction through individualized career development plans and activities of youth who regularly attend C2L-PHL programming by 10% at the end of the required skill development hours, as measured by pre- and post- career reflection surveys.

Specific I’m defining what needs to be achieved and the audience the goal is targeting

Measurable I’m using the pre- and post-career reflection surveys to measure outcomes.

Achievable I believe that engagement and satisfaction of youth can increase by 10% if they engage in the program.

Relevant The goal is relevant because engagement and satisfaction are criteria indicators of a person-centered approach as identified in high-quality career connected learning.

Time Bound I’ve decided to measure outcomes at the end of the hours required for skill development for my C2L - PHL program.

Add your program SMART goal(s) to the chart on the next page.

Needs Assessment Statement	Program SMART Goal
<p>Example: Last year's end of program survey indicates that youth often lose interest in career or work-related programs. Feedback from youth suggests a lack of personalized attention to their goals, values, and unique circumstances, leading to decreased enthusiasm and commitment to the program.</p>	<p>Example: Increase engagement and satisfaction through individualized career development plans and activities of youth who regularly attend C2L-PHL programming by 10% at the end of the required skill development hours, as measured by pre- and post- career reflection surveys.</p>

Activity SMART Goals

Activity SMART goals provide a road map for each activity you do in your program. The *activity* SMART goal below aligns with the *program* SMART goal on the previous page that says we want to see an increase in engagement and satisfaction by the end of the required hours of skill development. The activity goal targets a value (continuous learning) based on student need in the context of an activity (mentorship) based on student interest.

Sample Activity Goal: *At least 90% of students who attend C2L PHL for the entire program duration will gain new insights, skills, and perspectives through mentorship, as measured by a post-mentorship self-reflection survey.*

Once your team has completed a needs assessment, you can use the chart below to record your activity SMART goals.

Activity	Needs Assessment Statement	Program SMART Goal	Activity SMART Goal
Mentorship	<p>Our youth are losing interest in completing their work placements and assignments, based on youth feedback. While talking with youth and employers, we learned that many youths have a strong desire for ongoing opportunities to expand their knowledge and develop new skills. From youth voice data, we found that youth would like to connect with industry leaders to learn about various paths to being successful in their desired career.</p>	<p>Increase engagement and satisfaction through individualized career development plans and activities of youth who regularly attend C2L-PHL programming by 10% at the end of the required skill development hours, as measured by pre- and post- career reflection surveys.</p>	<p>At least 90% of students who attend C2L PHL for the entire program duration will gain new insights, skills, and perspectives through mentorship, as measured by a post-mentorship self-reflection survey.</p>

Progress Review Sessions Template

Session Objective:

Assess the progress toward the goals set by the youth, identify any areas needing adjustment, and ensure alignment with the ultimate objectives of the summer work readiness program.

Target Audience:

Youth in C2L - PHL Programs

Duration:

60 minutes

Materials Needed:

- Progress tracking sheets
- Review checklists
- Pens and notepads
- Flip charts or whiteboard
- Markers
- Sticky notes for additional comments
- Session Feedback Forms

Session Preparation:

- Arrange the seating to facilitate an open discussion circle.
- Prepare the whiteboard or flip chart for collective note-taking and visual aids.
- Have copies of each participant's goals and previous progress review forms ready for reference.

Template Features:

Review of Goals and Previous Progress (10 minutes)

- Recap the goals set by the participants in previous sessions.
- Briefly go over the progress made since the last review, using the tracking sheets as a reference.
- Highlight collective successes and areas for improvement.

Individual Progress Presentations (20 minutes)

- Each participant presents their progress based on their tracking sheets.
- Encourage them to share successes as well as difficulties they've encountered.
- Use the review checklists to ensure all important aspects of progress are covered.

Group Discussion and Feedback (15 minutes)

- After each presentation, open the floor for feedback from other participants.
- Use sticky notes for anonymous constructive comments.

- Discuss common challenges and brainstorm potential solutions or adjustments.

Goal Adjustment Session (10 minutes)

- Guide participants through reviewing their initial goals and making necessary adjustments.
- Re-emphasize the SMART criteria to ensure any new goals or modifications meet these standards.
- Document the adjusted goals on flip charts or a whiteboard for clarity and commitment.

Planning Forward (5 minutes)

- Set new milestones and interim targets for the next review period.
- Discuss and schedule any necessary support sessions or interventions.

Session Wrap-Up and Feedback (5 minutes)

- Recap the main points and adjustments agreed upon during the session.
- Hand out feedback forms to gather participants' insights on the session's effectiveness and their personal comfort with the revised goals.

Facilitator Notes:

- Maintain a supportive and non-judgmental atmosphere throughout to encourage honest and open sharing of progress and challenges.
- Be prepared to offer tailored advice or direct participants to additional resources for specific issues they are facing.
- Encourage peer support and recognition to foster a collaborative and motivating environment.

Post-Session Actions:

- Update the program's tracking system with the new data and adjusted goals.
- Inform other program staff about significant changes or needs identified during the session.
- Plan for follow-up individual meetings if needed to discuss sensitive issues or detailed adjustments privately.

Regular Check-ins Session Template

Title: **One-on-One Feedback Interview**

Instructions for Facilitator: Use the following questions to guide your conversation with the participant.

1. What aspects of the training do you find most valuable?
2. Can you share any challenges you have encountered during the sessions?
3. Do you feel the training is helping you achieve your personal and professional goals? How so?
4. What improvements would you suggest for future sessions?
5. Is there any additional support or resources you need to succeed?

Template 3: Digital Survey for Older Participants

Title: Digital Feedback Survey

Instructions: Please scan the QR code below or visit [survey link] to complete the survey.

1. How satisfied are you with the current training sessions? (Rate from 1 to 5)
 - 1 - Very Dissatisfied
 - 2 - Dissatisfied
 - 3 - Neutral
 - 4 - Satisfied
 - 5 - Very Satisfied
2. What specific skills or knowledge have you gained from the training?
3. Are there any topics or areas you feel need more attention or coverage?
4. How do you prefer to receive feedback and support? (Select all that apply)
 - One-on-One Meetings
 - Group Discussions
 - Digital Tools
 - Email/Message
 - Any additional comments or suggestions?

Template 4: Suggestion Box Form

Title: Anonymous Suggestion Form

Instructions: Please share your thoughts, suggestions, or concerns. Place the completed form in the suggestion box.

Your Suggestion/Concern:

Possible Solutions or Improvements:

Additional Comments:

Resources:

1. [Supervisor Handbook - SYEP DC](#)
- 2.

Career Clusters Survey - First-Time Employees

This survey is based on the **National Career Clusters Framework, with 16 Career Clusters and 79 Career Pathways** to help you discover which careers might be a good fit for you. It's designed for young people who already have some work experience.

Instructions: Get Your Scoresheet Ready: Have your scoresheet on hand to record your responses. **Think About Each Statement:** Consider how much you agree or disagree with each statement. Use the following response scale to score each statement:

1-Strongly Disagree 2-Disagree 3-Neutral 4-Agree 5-Strongly Agree

Name: _____ **Date:** _____

Interest Questions

1. Agriculture, Food & Natural Resources

Focuses on careers involved in the production, processing, marketing, distribution, financing, and development of agricultural commodities and resources. This includes food, fiber, wood products, natural resources, horticulture, and other plant and animal products and services.

- I enjoy working outdoors and with animals. **1 2 3 4 5**
- I am interested in farming, gardening, and nature conservation. **1 2 3 4 5**
- I like studying plants and animals. **1 2 3 4 5**

Total

2 Architecture & Construction

Focuses on careers involved in designing, planning, managing, building, and maintaining the built environment. This includes roles in architecture, construction, engineering, and related trades.

- I am good at drawing and designing things. **1 2 3 4 5**
- I enjoy building things and working with my hands. **1 2 3 4 5**
- I like to figure out how things are put together. **1 2 3 4 5**

Total

3. Arts, Audio/Visual Technology & Communications

Focuses on careers that involve designing, producing, exhibiting, performing, writing, and publishing multimedia content. This includes roles in the visual and performing arts, design, journalism, broadcasting, printing, and telecommunications.

- I like creating art, playing music, and acting. **1 2 3 4 5**
- I enjoy writing stories or filming videos. **1 2 3 4 5**
- I am interested in graphic design and multimedia. **1 2 3 4 5**

Total

4. Business Management & Administration

Focuses on careers that involve planning, organizing, directing, and evaluating business functions essential to efficient and productive business operations. This includes roles in management, administration, accounting, finance, marketing, and human resources.

- I am good at organizing and leading activities. **1 2 3 4 5**
- I like making decisions and solving problems. **1 2 3 4 5**
- I enjoy working in an office setting. **1 2 3 4 5**

Total

5. Education & Training

Focuses on planning, managing, and providing education and training services, as well as related learning support services.

- I like helping people learn new things. **1 2 3 4 5**
- I enjoy working with children or teaching others. **1 2 3 4 5**
- I am patient and good at explaining things. **1 2 3 4 5**

Total

6. Finance

Focuses on careers that involve planning, managing, and providing banking, investment, financial planning, and insurance services. This includes roles in accounting, banking, corporate finance, insurance, and securities and investments.

- I am good at math and like working with numbers. **1 2 3 4 5**
- I am interested in money management, banking, and investments. **1 2 3 4 5**
- I enjoy planning and budgeting. **1 2 3 4 5**

Total

7. Government & Public Administration

Focuses on careers that involve planning, managing, and providing administrative and regulatory services, as well as performing government functions at the local, state, and federal levels. This includes roles in governance, national security, foreign service, planning, revenue and taxation, regulation, and public management and administration.

- I am interested in laws, politics, and public policy. **1 2 3 4 5**
- I like helping my community or working for the good of others. **1 2 3 4 5**
- I would enjoy a job that involves serving the public. **1 2 3 4 5**

Total

8. Health Science

Focuses on planning, managing, and providing therapeutic services, diagnostic services, health informatics, support services, and biotechnology research and development. This cluster prepares youth for a wide range of careers in the healthcare industry, from working directly with patients to conducting medical research.

- I am interested in medicine and health topics. **1 2 3 4 5**
- I like caring for people and animals. **1 2 3 4 5**
- I would like to work in a hospital, clinic, or laboratory. **1 2 3 4 5**

Total

9. Hospitality & Tourism

Focuses on careers that involve the management, marketing, and operations of restaurants, food services, lodging, attractions, recreation events, and travel-related services. This cluster prepares youth for a wide range of careers in the hospitality and tourism industries.

- I enjoy traveling, planning events, or working in hotels. **1 2 3 4 5**
- I like working directly with people and providing customer service. **1 2 3 4 5**
- I am interested in culinary arts or restaurant management. **1 2 3 4 5**

Total

10. Human Services

Focuses on preparing youth for employment in career pathways that relate to families and human needs, such as counseling and mental health services, family and community services, personal care services, and consumer services. This cluster aims to equip youth with the knowledge and skills to work in roles that help improve the quality of life and promote safe, healthy communities.

- I like helping people solve problems. **1 2 3 4 5**
- I am interested in counseling, social work, or psychology. **1 2 3 4 5**
- I enjoy learning about human behavior. **1 2 3 4 5**

Total

11. Information Technology

Focuses on careers that involve the design, development, support, and management of hardware, software, multimedia, and systems integration services. This cluster prepares youth for careers that involve computer programming, web design, database administration, network administration, and cybersecurity

- I enjoy working with computers and technology. **1 2 3 4 5**
- I am good at problem-solving and logical thinking. **1 2 3 4 5**
- I am interested in software development, or cybersecurity. **1 2 3 4 5**

Total

12. Law, Public Safety, Corrections & Security

Focuses on planning, managing, and providing legal, public safety, protective services, and homeland security, including professional and technical support services. This cluster prepares youth for careers that involve enforcing laws, protecting life and property, providing legal counsel, sentencing defendants, and rehabilitating offenders.

- I am interested in law enforcement, firefighting, or legal studies. **1 2 3 4 5**
- I like working in roles that protect people. **1 2 3 4 5**
- I want to work in a job where I can enforce rules and regulations. **1 2 3 4 5**

Total

13. Manufacturing

Focuses on planning, managing, and performing the processing of materials into intermediate or final products, as well as related professional and technical support activities. This cluster prepares youth for a wide range of roles in the manufacturing industry, from firsthand production to oversight and management.

- I like to work with machines and tools. **1 2 3 4 5**
- I enjoy making or fixing things. **1 2 3 4 5**
- I am interested in how products are made. **1 2 3 4 5**

Total

14. Marketing

Focuses on planning, managing, and performing marketing activities to reach organizational objectives. This cluster prepares youth for careers that involve influencing consumers' buying behavior and generating sales for products and services.

- I am creative and like coming up with new ideas. **1 2 3 4 5**
- I enjoy advertising, selling products, and researching market trends. **1 2 3 4 5**
- I like communicating with and persuading people. **1 2 3 4 5**

Total

15. Science, Technology, Engineering & Mathematics (STEM)

Focuses on planning, managing, and providing scientific research and professional and technical services, including laboratory and testing services, and research and development services. This cluster prepares youth for careers that involve solving problems through the application of scientific methods, new technologies, and creative problem-solving.

- I am good at science and math. **1 2 3 4 5**
- I like experimenting and solving complex problems. **1 2 3 4 5**
- I am interested in engineering, physics, or environmental science. **1 2 3 4 5**

Total

16. Transportation, Distribution & Logistics

Focuses on planning, managing, and performing the transportation of people, materials, and goods by road, pipeline, air, rail, and water. This includes related professional and technical support services such as transportation infrastructure planning, coordination services, and mobile equipment and facility maintenance.

- I like working with vehicles and understanding how they operate. **1 2 3 4 5**
- I enjoy planning routes and coordination. **1 2 3 4 5**
- I am interested in mechanics or aerospace. **1 2 3 4 5**

Total

Which three career clusters interest you the most based on your responses?

Write them here:

1. _____
2. _____
3. _____

Why do you think these clusters interest you? Write a few sentences explaining your choices.

Scoresheet - Career Clusters Survey

Directions: Read the survey prompts and keep track of your score here.

Name: _____ **Date:** _____

Career Clusters	Total for this cluster (Between 1-15)
Agriculture, Food & Natural Resources	
Architecture & Construction	
Arts, A/V Technology & Communications	
Business Management & Administration	
Education & Training	
Finance	
Government & Public Administration	
Health Science	
Hospitality & Tourism	
Human Services	
Information Technology	
Law, Public Safety, Corrections & Security	
Manufacturing	
Marketing	
Science, Technology, Engineering & Mathematics	
Transportation, Distribution & Logistics	

Experienced Youth Work Survey

Name: _____ Date: _____

1. Agriculture, Food & Natural Resources

Focuses on careers involved in the production, processing, marketing, distribution, financing, and of agricultural commodities and resources. This includes food, fiber, wood products, natural resources development, horticulture, and other plant and animal products and services.

- I find these activities satisfying. **0 1 2 3 4 5**
- I am interested in pursuing this as a career. **0 1 2 3 4 5**
- I want to develop skills in this area. **0 1 2 3 4 5**

Total

2. Architecture & Construction

Focuses on careers involved in designing, planning, managing, building, and maintaining the built environment. This includes roles in architecture, construction, engineering, and related trades.

- I believe I am proficient in this skill. **0 1 2 3 4 5**
- I find value and meaning in doing this work. **0 1 2 3 4 5**
- I think that this type of work is engaging. **0 1 2 3 4 5**

Total

3. Arts, Audio/Visual Technology & Communications

Focuses on careers that involve designing, producing, exhibiting, performing, writing, and publishing multimedia content. This includes roles in the visual and performing arts, design, journalism, broadcasting, printing, and telecommunications.

- I enjoy this type of work. **0 1 2 3 4 5**
- These activities are fulfilling. **0 1 2 3 4 5**
- I am eager to further develop these skills. **0 1 2 3 4 5**

Total

4. Business Management & Administration

Focuses on careers that involve planning, organizing, directing, and evaluating business functions essential to efficient and productive business operations. This includes roles in management, administration, accounting, finance, marketing, and human resources.

- I feel competent in management roles. **0 1 2 3 4 5**
- I find these challenges enjoyable. **0 1 2 3 4 5**
- I believe I am well suited for this environment. **0 1 2 3 4 5**

Total

5. Education & Training

Focuses on planning, managing, and providing education and training services, as well as related learning support services.

- I like helping people learn new things. **0 1 2 3 4 5**
- I enjoy working with children or teaching others. **0 1 2 3 4 5**
- I am patient and good at explaining things. **0 1 2 3 4 5**

Total

6. Finance

Focuses on careers that involve planning, managing, and providing banking, investment, financial planning, and insurance services. This includes roles in accounting, banking, corporate finance, insurance, and securities and investments.

- I am comfortable with math and financial responsibilities. **0 1 2 3 4 5**
- I greatly enjoy these types of tasks. **0 1 2 3 4 5**
- I have an interest in financial management or economics. **0 1 2 3 4 5**

Total

7. Government & Public Administration

Focuses on careers that involve planning, managing, and providing administrative and regulatory services, as well as performing government functions at the local, state, and federal levels. This includes roles in governance, national security, foreign service, planning, revenue and taxation, regulation, and public management and administration.

- I feel competent and comfortable in this field. **0 1 2 3 4 5**
- This work has been fulfilling. **0 1 2 3 4 5**
- A career as a public servant interests me. **0 1 2 3 4 5**

Total

8. Health Science

Focuses on planning, managing, and providing therapeutic services, diagnostic services, health informatics, support services, and biotechnology research and development. This cluster prepares youth for a wide range of careers in the healthcare industry, from working directly with patients to conducting medical research.

- These activities make me feel useful. **0 1 2 3 4 5**
- These environments are suitable for me. **0 1 2 3 4 5**
- I would like to explore a career in healthcare. **0 1 2 3 4 5**

Total

9. Hospitality & Tourism

Focuses on careers that involve the management, marketing, and operations of restaurants, food services, lodging, attractions, recreation events, and travel-related services. This cluster prepares youth for a wide range of careers in the hospitality and tourism industries.

- I enjoy these activities. **0 1 2 3 4 5**
- This work is rewarding. **0 1 2 3 4 5**
- I enjoy culinary arts and restaurant management. **0 1 2 3 4 5**

Total

10. Human Services

Focuses on preparing youth for employment in career pathways that relate to families and human needs, such as counseling and mental health services, family and community services, personal care services, and consumer services. This cluster aims to equip youth with the knowledge and skills to work in roles that help improve the quality of life and promote safe, healthy communities.

- I feel fulfilled in these roles. **0 1 2 3 4 5**
- These tasks are enjoyable for me. **0 1 2 3 4 5**
- I have interest in continuing to work in human services. **0 1 2 3 4 5**

Total

11. Information Technology

Focuses on careers that involve the design, development, support, and management of hardware, software, multimedia, and systems integration services. This cluster prepares youth for careers that involve computer programming, web design, database administration, network administration, and cybersecurity.

- I feel proficient in this area. **0 1 2 3 4 5**
- This career cluster challenges me in a good way. **0 1 2 3 4 5**
- I am excited about a career in IT and cybersecurity. **0 1 2 3 4 5**

Total

12. Law, Public Safety, Corrections & Security

Focuses on planning, managing, and providing legal, public safety, protective services, and homeland security, including professional and technical support services. This cluster prepares youth for careers that involve enforcing laws, protecting life and property, providing legal counsel, sentencing defendants, and rehabilitating offenders.

- I find these fields suitable for my interests. **0 1 2 3 4 5**
- I find this work fulfilling. **0 1 2 3 4 5**
- I am interested in public safety and security. **0 1 2 3 4 5**

Total

13. Manufacturing

Focuses on planning, managing, and performing the processing of materials into intermediate or final products, as well as related professional and technical support activities. This cluster prepares youth for a wide range of roles in the manufacturing industry, from firsthand production to oversight and management.

- I really enjoy this type of work. **0 1 2 3 4 5**
- I would like to continue exploring jobs in this industry. **0 1 2 3 4 5**
- I can make a career in this industry. **0 1 2 3 4 5**

Total

14. Marketing

Focuses on planning, managing, and performing marketing activities to reach organizational objectives. This cluster prepares youth for careers that involve influencing consumers' buying behavior and generating sales for products and services.

- I feel competent in this career cluster. **0 1 2 3 4 5**
- I feel good when I do this work. **0 1 2 3 4 5**
- I like the idea of sales and marketing. **0 1 2 3 4 5**

Total

15. Science, Technology, Engineering & Mathematics (STEM)

Focuses on planning, managing, and providing scientific research and professional and technical services, including laboratory and testing services, and research and development services. This cluster prepares youth for careers that involve solving problems through the application of scientific methods, new technologies, and creative problem-solving.

- These fields are enjoyable for me. **0 1 2 3 4 5**
- A career in STEM is interesting to me. **0 1 2 3 4 5**
- I want to learn more about the skills in STEM related careers. **0 1 2 3 4 5**

Total

16. Transportation, Distribution & Logistics

Focuses on planning, managing, and performing the transportation of people, materials, and goods by road, pipeline, air, rail, and water. This includes related professional and technical support services such as transportation infrastructure planning, coordination services, and mobile equipment and facility maintenance.

- I am proficient and feel comfortable in these activities. **0 1 2 3 4 5**
- I find these fields suitable for my skills and interests. **0 1 2 3 4 5**
- I am eager to explore opportunities in this cluster. **0 1 2 3 4 5**

Total

Reflection:

Which three career clusters interest you the most based on your responses?

- 1.
- 2.
- 3.

**Reflecting on your past job roles and career experiences, why do these clusters interest you?
Consider how your experiences and skills align with these clusters.**

Scoresheet - Career Clusters Survey

Directions: Read the survey prompts and keep track of your score here.

Name: _____ **Date:** _____

Career Clusters	Total for this cluster (Between 1-15)
Agriculture, Food & Natural Resources	
Architecture & Construction	
Arts, A/V Technology & Communications	
Business Management & Administration	
Education & Training	
Finance	
Government & Public Administration	
Health Science	
Hospitality & Tourism	
Human Services	
Information Technology	
Law, Public Safety, Corrections & Security	
Manufacturing	
Marketing	
Science, Technology, Engineering & Mathematics	
Transportation, Distribution & Logistics	

"You Decide"

With your group, read the scenario below. Answer the questions. Then practice acting out the scenario to present in front of the whole group. Be sure to include your responses to the questions in your skit.

Scenario

A customer is unhappy that you are not able to help her find a product. She yells at you and she walks away, she rolls the cart over your foot accidentally.

Answer the following questions. Be sure to include the questions with * in your skit.

1. What was the conflict?
2. * What will the employee do to handle this situation?
3. What are the pros and cons to your response?
4. * What was the impact of the employee's decision on how to respond?

"You Decide"

With your group, read the scenario below. Answer the questions. Then practice acting out the scenario to present in front of the whole group. Be sure to include your responses to the questions in your skit.

Scenario

You see a co-worker take \$5 from your cash register. What do you do?

Answer the following questions. Be sure to include the questions with * in your skit.

1. What was the conflict?
2. * What will the employee do to handle this situation?
3. What are the pros and cons to your response?
4. * What was the impact of the employee's decision on how to respond?

Building an Inclusive Environment

It is important for all staff to work towards an inclusive environment. The chart below outlines steps staff and partners can take, based on their role, to achieve that goal.

Role	Steps
Program director	<ul style="list-style-type: none"> • Include at least one person with knowledge of students with disabilities on the program team. • Work with the program team to review and modify forms, processes and handbooks as needed. • Work with site coordinators to identify and meet staff professional development needs. • Expand own knowledge through reading, conversations with stakeholders and partners, and attending trainings. • Provide a general list of objectives in an inclusive environment for site coordinators to include in their observation checklists.
Site coordinator	<ul style="list-style-type: none"> • Work with families and the program director to gather documents and learn about individual student needs. • Identify and meet staff professional development needs. • Expand own knowledge through reading, conversations with stakeholders and partners, and attending trainings. • Advise staff as they re-examine activities before facilitation to assess what changes can be made to increase each activity's inclusiveness. • Check in with students, families, staff, and stakeholders to assess how inclusive practices are being implemented. • Observe and record the implementation of objectives around inclusive practices staff have been trained on.
Staff who facilitate activities	<ul style="list-style-type: none"> • Work with students, families, and site coordinator to learn about the specific needs of individual students. • Work with site coordinator to re-examine activities before facilitation to assess what changes can be made to increase each activity's inclusiveness.

	<ul style="list-style-type: none"> • Reflect on language used when interacting with students and amongst students to ensure interactions are positive and inclusive.
Staff who support the grant but don't work directly with students	<ul style="list-style-type: none"> • Attend professional development with program staff around inclusive practices. • Reflect on all documentation produced about students with disabilities to ensure language is positive and inclusive.
Partners	<ul style="list-style-type: none"> • Review the program's handbook and recruitment materials to ensure welcoming and inclusive message is conveyed. • Offer experience or advice around disabilities, especially in the context of how the program can strengthen its practices and philosophy of inclusion. • Ask staff questions designed to learn how best to support students with disabilities within the program and the greater community.

Mentoring Template for Youth Entering the Workforce

Mentor Information

- Name:
- Position:
- Contact Information:

Mentee Information

- Name:
- Age:
- Career Interests:

Initial Meeting

- Date:
- Location:
- Agenda:
 - Introduction and background
 - Discuss mentee's career interests and goals
 - Outline the mentoring process and expectations
 - Set initial goals and objectives

Goal Setting

- Short-Term Goals (1-3 months): 1. 2. 3.
- Long-Term Goals (6-12 months): 1. 2. 3.

Action Plan

- Activities and Tasks:
 - Job shadowing
 - Informational interviews
 - Resume building and review
 - Skill development workshops
 - Networking events

Meeting Schedule

- Frequency: (e.g., bi-weekly, monthly)
- Next Meeting Date:
- Agenda for Next Meeting:

Progress Tracking

- Notes from Meetings:
 - Date:
 - Summary of discussion:
 - Progress on goals:
 - New tasks or action items:

Feedback and Reflection

- Mentor Feedback:
 - Strengths:
 - Areas for improvement:
 - Additional resources or support needed:

- Mentee Reflection:
 - What did I learn?
 - What challenges did I face?
 - How can I improve?

Resources

- Suggested Reading:
 - Book/Article 1
 - Book/Article 2
- Online Courses:
 - Course 1
 - Course 2
- Professional Organizations:
 - Organization 1
 - Organization 2

Conclusion

- End-of-Mentorship Evaluation:
 - Achievements:
 - Remaining goals:
 - Future steps:
- Final Meeting Date:
- Final Thoughts and Encouragement:

Signatures

- Mentor:
- Mentee:
- Date:

Conclusion

This guidebook has provided a comprehensive approach to coaching and supporting youth employees through the lens of Bria's journey. By addressing key areas such as workplace culture, legal and ethical standards, skills assessment, emotional intelligence, networking, continuous learning, and inclusion, we aim to equip supervisors with the tools needed to guide young employees toward success.

By implementing the scenarios and corresponding activities outlined in this guidebook, you will not only help youth employees like Bria overcome challenges but also empower them to become confident, skilled, and resilient professionals. Investing in their development ensures a brighter future for them and a more dynamic, inclusive, and innovative workplace for everyone.

Thank you for your dedication to nurturing the next generation of leaders and change-makers. Let's continue to support, inspire, and guide them towards a successful and fulfilling career journey.

