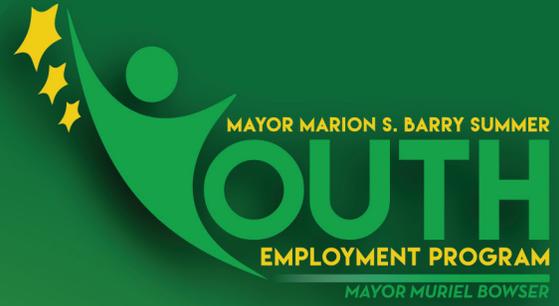


MBSYEP

Mayor Marion S. Barry, Jr.
Summer Youth Employment Program



2018

Supervisor Handbook



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June 2018

Dear 2018 Mayor Marion Barry Summer Youth
Employment Program Supervisor:

Welcome to the 2018 District of Columbia Mayor
Marion Barry Summer Youth Employment Program
(MBSYEP)!

Thank you for participating in the 2018 MBSYEP.
The Department of Employment Services (DOES) is
excited to collaborate with you to provide meaningful
and constructive work experiences for youth ages
14 to 24 this summer. You are uniquely positioned to
provide training and guidance to youth, and your partnership enables them to develop
positive work habits, and other critical skill sets necessary to ultimately secure sustainable
future employment. It is through your dedication and commitment that our youth identify
possible career paths, obtain employment, and grow to become our future leaders.

This employer manual includes all of the critical information you need to be a successful
worksite! We are excited to work with you, and look forward to collectively ensuring our
youth have valuable experiences.

Sincerely,

Odie A. Donald II

Director, DC Department of Employment Services



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Section I: Program Policies and Procedures

Program Dates

MBSYEP will start on Monday, June 25, 2018, and will end on Friday, August 3, 2018.

Responsibilities of MBSYEP Team

The MBSYEP Team is here to assist you and consists of the following employees:

- **MBSYEP Program Liaison** - A MBSYEP employee who serves each sector (e.g. private sector, community-based organization) as the primary contact for the Employer/Host Coordinator.
- **MBSYEP Monitor** - A MBSYEP employee assigned to worksites to monitor the environment, advocate for youth, and support Supervisors with any issues they are experiencing.

For daily communications, Supervisors and Payroll Coordinators should contact their Employer/Host Coordinator who will work directly with the MBSYEP Program Liaison to resolve issues.

A MBSYEP Program Liaison will be assigned to each sector participating in the 2018 MBSYEP.

Responsibilities of Employer/Host Team

Each worksite will identify a team to ensure a positive experience for both employers and youth. This team will consist of:

- **Employer/Host Coordinator** - The Coordinator of all worksites for the entire organization.
- **Payroll Coordinators** - Persons identified to process payroll for each worksite.
- **Worksite Supervisors** - Persons identified to work directly with youth at the worksite.

The First Day of MBSYEP 2018

The first day that youth report to work will set the tone for the entire summer. The following should be done on day one:

- Check in youth using the roster provided to you by DOES.
- Ask to see identification or a copy of the job assignment letter sent to the youth participant.
- Have the youth sign in and out on the time/roster sheet.
- Conduct a worksite orientation.

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Worksite Orientation should include the following:

- Regulations, policies, and procedures of the worksite as they apply to the participant.
- Time and length of lunch breaks (see the lunch break policy).
- At least 2 contacts who youth will notify when late or absent.
- Safety procedures and steps to take in case of accidents.
- Appropriate attire for the work place.
- A clear explanation of the participant's duties and responsibilities, including the criteria by which work performance will be evaluated.
- Process for signing in and out daily and signing the timesheet at the end of each week
- Schedule of hours that participant is required to work.

WHAT TO DO IF YOUTH ARRIVE AT YOUR SITE AND ARE NOT ON YOUR ROSTER?

IF YOUTH ARRIVE AT YOUR SITE AND ARE NOT ON YOUR ROSTER, please have them contact our MBSYEP Support Center by calling 202-698-3492 or emailing summerjobs@dc.gov. Notify and follow up with your MBSYEP Program Liaison.

NOTE: Allowing a youth to continue working at your worksite who is not on your roster and not approved by DOES will result in your organization being responsible for paying the youth directly.

Time, Attendance, and Payroll

All MBSYEP participants will be compensated for time worked up to the maximum allowable hours permitted. July 04, 2018, is an observed holiday, without pay, and youth are not permitted to make up work hours. Youth will see a reduction in hours for this week.

Ages	Pay Rate/Hour	Maximum Hours
14-15 years	\$5.25	20 (15 for the week of the 4th of July)
16-21 years	\$8.25	25 (20 for the week of the 4th of July)
22-24 years	\$12.50	30 (25 for the week of the 4th of July)

Overview of Time and Attendance Process

Reporting Participant Time

Youth will not enter time electronically; they will record their time daily on a paper timesheet/roster, which hosts can print from the MBSYEP website www.summerjobs.dc.gov.

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All Supervisors and Payroll Coordinators will receive an email with a link to the online payroll Time Management System (TMS) and log-in instructions to enter the weekly time information for youth supervised.

Pre-populated timesheets can be found in your host portal under the roster tab. IF A YOUTH DOES NOT APPEAR ON YOUR PRE-POPULATED TIMESHEETS, THEN THEY ARE NOT ASSIGNED TO YOUR WORKSITE. PLEASE CONTACT DOES IF YOU HAVE YOUTH WORKING WITH YOU THAT DO NOT APPEAR ON YOUR TIMESHEET.

- **Daily Time:** All youth must sign in and out daily, please ensure participant sign their timesheets each week
- **Weekly Time:** Timekeepers are REQUIRED to enter ALL time into the TMS weekly by 5:00 pm EVERY Friday.
- **Time Reminders:** DOES will send timekeepers and primary points of contact (POCs) an email every Friday listing youth whose time has not been entered. Log-in information, including passwords, will be emailed directly to all designated timekeepers. Payroll information will be available online at www.summerjobs.dc.gov.

Participant Timesheet Submission

*DOES requires all worksite timekeepers to scan and email all participant time sheets. This will allow MBSYEP to better track hours worked and resolve payroll disputes. **DOES WILL NOT ENTER TIME FOR PARTICIPANTS**, the collection of timesheets is for auditing purposes only.*

The Office of Youth Programs will **NOT approve any payroll resolutions without timesheets confirming what time is owed. ALL timesheets must have both the supervisor's and participant's signatures to be processed.*

ALL timesheets must be scanned and emailed Bi-Weekly. Time sheets should be sent to:

Email: SYEPTIME@dc.gov

Subject: WORKSITE - WEEK ENDING xx-xx-2018

Debit Cards and Direct Deposit

All youth have the option to use direct deposit or US Bank debit card. The US Bank Visa debit card will be mailed directly to youth. If your youth have issues with their debit cards, have them call US Bank directly at 1-877-474- 0010. All youth will receive an earnings statement in their youth portal for each pay period.

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2018 Pay Dates:

Pay Period	Pay Date
Pay Period 1 (June 25 - June 30)	Wednesday, July 11
Pay Period 2 (July 1 - July 14)*	Wednesday, July 25
Pay Period 3 (July 15 - July 28)	Wednesday, August 8
Pay Period 4 (July 29 - August 4)	Wednesday, August 15

*Pay Period 2 contains a holiday. Youth are not permitted to work on Wednesday, July 4th and cannot make up this day.

Payroll Problem Resolution

In the event a participant is paid incorrectly or does not receive pay on the proper day, the participant will first report the issue to the Worksite Supervisor. Supervisors will check to make sure the hours reported match what was paid to the youth. If participants think they have been paid incorrectly they should follow these steps:

Step 1: Double check to see if there really is an error.

Some things with their paycheck might lead them to believe they have a pay problem; but in actuality, their pay is accurate. Some common things that can cause confusion are:

- Forgetting about a holiday. Participants will not be paid for Wednesday, July 4.
- Forgetting about taxes. All participants will have taxes withheld.
- Forgetting about days they were absent or forgetting to sign in and out each day. Participants will only be paid for hours you actually worked.
- Forgetting about pay for the most recent two (2) weeks worked. Please refer to the pay schedule to identify which weeks are included for each pay day.

Step 2: If you discover a discrepancy in hours worked or time recorded, you should do the following:

1. Log into the TMS system at www.summerjobs.dc.gov and enter a payroll resolution for the missing hours.
2. Enter a detailed description of why the hours were not entered and include the following:
 - Supervisor Name
 - Worksite Name
 - Hours Owed
 - Issue that prevented the time from being entered correctly

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Step 3: If the participant does NOT appear on your roster DO NOT enter a payroll resolution into the TMS system. Please complete the following steps:

1. Instruct the participant they are not at the worksite assigned to them by DOES.
2. Contact your assigned MBSYEP Sector Liaison.
3. Provide your liaison the name of the participant and the worksite to which they have been reporting.
4. Once the transfer has been made check the Host Portal at www.summerjobs.dc.gov to ensure the participants appears on the roster.
5. Log into the TMS system at www.summerjobs.dc.gov and enter a payroll resolution for the missing hours.
6. Enter a detailed description of why the hours were not entered and include the following:
 - Supervisor Name
 - Worksite Name
 - Hours Owed
 - Issue that prevented the time from being entered correctly

Supervisors must report payroll issues in the TMS, or by calling their MBSYEP Program Liaison. The online pay resolution website can be used to report instances in which youth have not received timely pay or believe they were paid less than the total hours worked. Once a pay dispute is confirmed by the Supervisor, DOES will resolve the pay issue within 48-72 hours.

Program Policies and Procedures

When working with youth in a new environment problems may arise. Below are some issues that may occur on the worksite and general procedures that should be followed to address issues:

Participant Absenteeism

The participant is required to give advance notice of anticipated absences from work, regardless of the reason. If this cannot be done in person, the participant must call the Worksite Supervisor immediately to report anticipated absences.

The Supervisor must notify their Employer/Host Coordinator about the participant's absenteeism when:

- The participant is absent more than three (3) consecutive days without communicating with the Supervisor about the anticipated absences.
- The Worksite Supervisor determines the participant has been absent too frequently or is establishing a pattern of absenteeism. Youth may be terminated for missing three (3) consecutive workdays without notifying the Supervisor.

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Participants will not be paid for any absences. If you would like to schedule youth for makeup hours, you must obtain approval from your Employer/Host Coordinator before scheduling them.

Transfers

All requests to transfer a participant from the assigned worksite must first be communicated to your Employer/Host Coordinator. Supervisors will be required to complete a Transfer Request Form stating the reason for the transfer from the worksite. Your MBSYEP Program Liaison is available to answer any questions/concerns. Do not dismiss youth or send them to another program or worksite until the transfer process is complete.

MBSYEP staff will transfer participants when the following circumstances apply:

- Safety issue (e.g. youth must provide a police report when applicable)
- Health concerns (e.g. youth must provide a written doctor's statement supporting their transfer request)
- Worksite closure
- Other approved extenuating circumstances

Participants are not permitted to report to a work site which they are not assigned. All work site assignments are visible in the participant portal and designated by the Office of Youth Programs (OYP) only. A participant's failure to report to the assigned work site will result in forfeiture of pay for days in attendance at the incorrect site.

Termination Procedure

Worksite Supervisors may request that a participant be terminated from the assigned worksite; however, they must ensure that all incidents leading to termination are documented and submitted to MBSYEP staff and the Employer/Host Coordinator.

If the Employer/Host Coordinator feels termination is appropriate, then they must make an official request to the MBSYEP Program Liaison by completing a Termination Request Form. MBSYEP staff will email an official termination notice to the participant.

In the event of a termination for violent or illegal behavior, the youth must be dismissed from the worksite. The Office of Youth Programs conducts the official dismissal.

If a participant believes the termination was wrongful, the participant may contact the MBSYEP office at 202-698-3492 to schedule an appointment with a representative.

Participants may face termination from the worksite for any of the following reasons:

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- **Drugs** – Possession, sale, or use of illegal drugs or alcohol while on the job – this could lead to legal action.
- **Excessive Absenteeism** – Failure to report to work on three (3) consecutive work days without prior approval.
- **Disruptive Behavior** – Fighting, physical or verbal assaults, or any act that endangers the well-being of coworkers – this could lead to legal action.
- **Theft** – Stealing property from the worksite, employees, or other participants – this could lead to legal action.
- **Falsifying Documents** – Falsifying his/her time records or those of other youth employees; signing another participant's time record; attempting to pick-up or use another participant's debit card or personal identification number (PIN).
- **Insubordination** – Refusal to adhere to the program's or the worksite's rules and regulations.
- **Harassment** – Verbal, sexual, or physical—these could lead to legal action – this could lead to legal action.

Reporting Accidents

If an accident occurs on or near the worksite, you must follow the procedures listed below:

1. Call 911 for medical emergencies.
2. Notify the participant's parent or guardian.
3. Call the MBSYEP Support Center at 202-698-3492 (report the call as an emergency so that your call can be expedited).
4. Complete an incident report and forward a copy to the MBSYEP Program Liaison.

DO NOT SEND AN INJURED PARTICIPANT HOME WITHOUT MEDICAL ATTENTION.

Grievance Procedure Policy

MBSYEP participants are protected from any kind of discrimination on the job, including sexual harassment, gender identity and expression discrimination, other forms of harassment, and a hostile work environment.

MBSYEP provides a process by which the complaints or grievances of participants will be impartially aired and addressed. MBSYEP participants are protected by the D.C. Human Rights Act of 1977.

Participants who believe that they have been exposed to discrimination or that they have been unfairly

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treated, should be advised to follow the procedures outlined below:

1. Discuss the issue with the Worksite Supervisor or Employer/Host Coordinator.
2. The participant should prepare a written statement that describes the alleged incident.
3. If the issue is not resolved or if the issue involves the Supervisor, contact the MBSYEP Support Center at 202-698-3492.
4. The MBSYEP Program Liaison and MBSYEP Monitor will work to resolve the grievance.

Lunch Break Policy

Participants are permitted to take one (1) 30-minute, unpaid lunch break. It is the responsibility of the Worksite Supervisor to implement a break/lunch break policy for their respective sites. This policy should be communicated to all participants during their orientation session on the first day of work.

For example, a 14 year-old could work from 9:00 am until 1:30 pm and would be paid for four (4) hours of work.

Inclement Weather Policy

The Worksite Supervisor is required to monitor weather reports from qualified sources (e.g. newspaper, radio station, and television news or weather service). When outdoor temperatures are 95 degrees Fahrenheit or higher, the Supervisor is required to make special allowances for MBSYEP participants working outdoors (e.g. youth working outdoors must be allotted ten (10) minutes per work hour for a rest period in a shaded area with an adequate supply of water). The participant will be compensated for this time. It should not be reflected on the timesheet or in the time keeping system.

In the event the District is experiencing a Code Red day, as determined by the appropriate authorities, outdoor work and activities must be cancelled. If there are no suitable indoor work activities, consult with your MBSYEP Program Liaison for further instructions. Youth may be dismissed from the worksite for the day with compensation, but are still required to check in at their worksite in order to be compensated for the day. If youth do not report to work on a Code Red day and activities are subsequently cancelled, then they will not be compensated for the day.

Child Labor Laws

All worksites must comply with applicable US Department of Labor (DOL) Child Labor Laws. For more information regarding Child Labor Laws, please visit <http://www.youthrules.dol.gov/index.htm>.

Learning Objectives

Section II: Structuring a Quality Summer Youth Employment Program

Overview

The purpose of this curriculum guide is to provide guidance to staff as they begin to develop or revise their MBSYEP structure and activities. We aim to ensure that all MBSYEP worksites serving our youth have strong content and the ability to produce youth that are work ready. The quality of a MBSYEP depends heavily on the ability and professional training of the MBSYEP worksite staff to:

1. Relate effectively to young people and understand their needs;
2. Develop and execute interesting activities for youth;
3. Help young people resolve behavioral problems and issues between themselves and others;
4. Interact effectively with youth and parents; and
5. Effectively communicate the mission, goals, and policies of MBSYEP.

This guide is based on the six learning objectives the DOES OYP team strives to see every MBSYEP participant attain:

- Preparation Skills
- Presentation Skills
- Communication Skills
- Knowing How to Set Yourself Apart
- Interviewing Skills
- Goal Setting Skills

With the use of this guide, all students will be challenged to reach their maximum potential. This guide is flexible enough to encompass individual differences and individual goals. You'll be able to reinforce these goals with participants through the use of the provided lesson plans and continuous support from OYP.

For each outlined goal we have provided a corresponding lesson plan for supervisors to use. These lesson plans are aligned with the 29 daily lesson messages sent to youth each day.

The overall goal of MBSYEP is to develop work ready youth who will have the necessary skills to obtain unsubsidized employment.

Learning Objective 1: Preparation

Why is Preparation Important?

When talking to youth about preparation, ask them: “How do you prepare for your day, life, purpose, or success? Do you even prepare at all or do you just ‘go with the flow’?” We must teach youth and reinforce the importance of planning in order for them to achieve their wants, hopes, desires, and dreams to PREPARE themselves to attract their goals.

Let’s take a look at examples of preparation:

- The activity of putting or setting in order in advance of some act or purpose – “she starts her day with a daily routine that is structured and disciplined”.
- Formulation: a substance prepared according to a formula – “the internet marketer created a system to help give his business leverage”.
- Planning: the cognitive process of thinking about what you will do in the event of something happening or a planned event – “their future financial planning helped them feel hopeful and at peace rather than hopeless”.
- Readiness: the state of having been made ready or prepared for use or action – “now that the business foundation and training are complete, we can now start marketing to it”.
- Training: activity leading to skilled behavior.

If we look at the first words in each example of preparation we notice a consistent theme: “activity,” “formulation,” “planning,” “readiness,” and “training” are all ACTION WORDS.

It is important to stress to youth that before they take action to get the results they desire, there is pre-action that must be done first. This pre-action is preparation.

To shower the night before, have their clothes ironed and bag set by the door is preparation for tomorrow. Sounds simple right? Well these are basic elements of success that are commonly overlooked. In order to reach their full potential, they must fully understand the importance of preparation and making it a habit.

For example, ask them if they ever woke up, took a shower, but skipped breakfast and rushed to work? They may have felt tired, hungry, and it showed in their work performance.

The action of preparation is very critical to their success. It helps them achieve the results they want much faster, rather than simply “going with the flow”.

Learning Objective 2: Presentation

Why is Personal Presentation Important?

Making a good first impression is important for building relationships with other people. In the business world, a positive first impression is crucial for creating profitable, sustainable, and long-term working relationships.

Then why do so many people in business and everyday life seem to be clueless as to the importance of making a good first impression? If some adults have trouble with this, imagine how hard it is for youth and young adults.

We've all met youth that we instantly like and want to get to know more. Most of the time, they have been taught a few basic rules that make their first impression a strong one. It is important to inform youth of the proper ways to present themselves in the workplace and REINFORCE these lessons by showing them daily the proper steps to becoming successful.

It takes just a quick glance, maybe three seconds, for someone to evaluate them when meeting for the first time. In this short time, the other person forms an opinion based on appearance, body language, demeanor, mannerisms, and manner of dress.

With every new encounter, we evaluate the individual and yet another impression is formed. These first impressions can be nearly impossible to reverse or undo, making those first encounters extremely important, for they set the tone for all the relationships that follows.

So, whether they are in your career or social life, it's important to know how to create a good first impression. These lessons will help you teach youth the importance of having good personal presentation.

Learning Objective 3: Effective Communication

Why is Effective Communication Important?

There are many reasons why effective communication is important, but they all point to one primary reason: communicating effectively allows people to lead more satisfying lives. We know that communicating with youth is not always the easiest thing to do, the minds of adults and youth are often worlds apart.

Why Is Developing Communication Skills in Youth Important?

Developing communication skills allows youth to understand and express their feelings, as well as clearly explain what they need in a particular situation. Improving communication skills allows youth to develop a better understanding of themselves and their relationships with others. For youth, the social piece of communication is more important than the message being communicated. Some specific examples of communication include:

- Problem solving
- Conflict resolution and negotiation
- Socializing
- Exchange of information

Effective communication helps to avoid misunderstandings at work.

If youth can avoid misunderstandings, they will know what others are asking or telling them.

Oftentimes youth have a hard time expressing themselves and putting things into words. If they can understand what others are saying, they will not come to the wrong conclusions or take the wrong actions about what is heard. Hear them out! Most times what may seem like “attitude” is actually confusion. Communicating clearly the first time will lead to fewer unnecessary mistakes.

Effective communication helps youth to express what they actually mean.

When youth express their needs, desires, and opinions, their chances of getting what they want grow exponentially. Since youth are sometimes unclear on what they need and their opinions change often, it is important to teach them the benefits of being able to clearly express themselves.

Learning Objective 4: Setting Yourself Apart

Why is Setting Yourself Apart Important?

What does “setting yourself apart” actually mean? It is the process of developing a “mark” that is created around where you see yourself going. Youth sometimes view setting themselves apart as having flashy clothes or funky hair styles. While this does set them apart, it can be for all the wrong reasons. We want youth to learn that setting yourself apart can be used to express and communicate their skills, personality, and values to give them an advantage in the competitive and oftentimes limited workforce.

In other words, setting yourself apart is basically the way you market yourself to the world. Your personal brand is what other people think of you. In some ways it is outside of our control, but we ultimately have control over it.

It is important to teach youth that as others interact with them, they’ll automatically form mental assumptions that connect with certain labels, often within the first few seconds. You cannot avoid being labeled. It happens automatically because our brains are wired to recognize patterns and form associations. The labels people attach to you become part of their first impression of you.

When thinking of ways to help youth achieve their life goals and set themselves apart from others, ask them what they feel makes them unique and what people will remember them for, then they will know how to properly self-promote.

Ask youth the following questions to get them going:

1. What are the three things that make you memorable?
2. What do people always compliment you on?
3. What are you passionate about that you never get tired talking about?
4. What unique experiences have you had?

Once they have found what makes them unique, work on having them incorporate it into their work, and ultimately they will stand out.

This includes through their writing, in the way they describe themselves, in the way they communicate with others, and, ultimately through the work they produce.

Setting yourself apart starts with figuring out what you want to do for the rest of your life, setting goals, writing down a mission, vision and personal statement, as well as creating a plan on how you plan to make these things happen.

Your outward expression = How people perceive you

Learning Objective 5: Interviewing

Why Knowing How to Interview Well is Important?

They've made it through the door with a great application and the next step is the interview. Whether it is their first interview or if they have been through the interview process ten times or more, the importance of a good interview remains the same.

The interview is one of the most important aspects of the job search process. It gives both the job seeker and the employer an opportunity to exchange information to determine whether the individual being interviewed is a good match for the position and for the company.

It's not safe to assume that everyone knows how to interview even if they've done it before. Many youth are so nervous during an interview that they come across as withdrawn, which may translate into lacking self-confidence or lacking interest and enthusiasm for the position.

Since a job interview is a systematic, purposeful conversation, the main goal for the job seeker is to show the employer that they have the skills, background, and ability to do the job and that they can successfully fit into the company and its culture. It is also their opportunity to gather information about the job, the company, and future career opportunities to determine whether the job and the company are a good fit for them.

Knowing how to interview does not always come naturally, especially for a young adult who has never had a job or ever been required to interview. New job hunters are generally out of touch with what interviewers are looking for and are not sure how to answer interview questions. Some job seekers don't even know how to dress for an interview. Unfortunately, many others don't realize they need interview help until several interviews have passed and there are no offers in site.

From exploring different interview formats to providing valuable strategies and tips, you'll be able to teach youth the best ways to prepare for interviews. Knowing how to prepare, how to answer the tough questions, how to dress, and overall interview etiquette are all important aspects to consider.

Learning Objective 6: Goal Setting

Why is Setting Goals Important?

To succeed in any area of your life, be it professionally or personally, one must start with a goal. Our ability to set goals and achieve them will provide us with a sense of direction and goal setting is the first step to becoming successful. People always say that we have to work hard to get where we want to be in life. Well that is true, but we cannot get to where we want, if we do not know where we're going.

We see this every day. We work with youth that know where they want to go in life or what they aspire to be but they have no clear plan or path to follow. Setting goals is important because it gives youth and their efforts more focus. What do you want to do? Why do you want to do it? What will it mean to you? How will it make you feel? How will you get there? What steps do you need to take to achieve your goal?

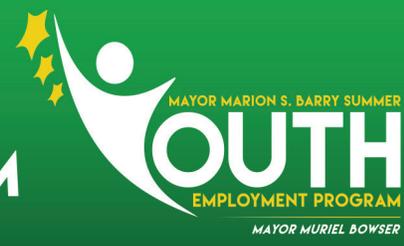
Goals enable us to be in control of the direction of our life and they allow the things that are happening (or going to happen) around us to be self-directed or positive, rather than random or negative. Setting goals has a way of helping us stay focused and it then becomes easier for us to maintain the motivation required to achieve a goal.

We often encounter youth that are unsure of the direction to go in or those that are completely lost in life. By taking the time to show youth how to set goals, their priorities and personal desires are defined. The goal-setting process will require them to consider their lives and what is most important. It can provide meaning when life seems fruitless; it fuels dreams and ideas. When setting goals, one must take into consideration other people and how they might be affected, how the goal will be achieved, and what resources are available to make it happen.

Setting goals is like planting a seed. The idea then grows into something more, a dream realized that we get to see flourish! By teaching youth how to set goals they will become more confident. Working toward goals will raise their self-esteem and self-respect. As they begin to move toward accomplishing their set goals, we'll see how they develop a tremendous feeling of personal pride and accomplishment.

Have A Great Summer!

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NOTES



GOVERNMENT OF THE DISTRICT OF COLUMBIA
MURIEL BOWSER, MAYOR

DEPARTMENT OF EMPLOYMENT SERVICES
Odie Donald II, Director

Office of Youth Programs
4058 Minnesota Avenue, NE, Washington, DC 20019
Phone: (202) 724-7000 • **Fax:** (202) 673-6993
does.dc.gov