

## Corporate Work Study Program

### Guidance for Supervisors Working with Student Associates

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CRNY student associates have all been taught important professional behaviors and specific content around workplace behavior. Our goal is for our student workers to operate at a level of maturity and professionalism that is on par with your entry-level employees. However, it is important to remember that they are still teenagers. As their supervisor, you are in a position to teach them a tremendous amount about operating in a professional environment and developing great work habits. There may be times when you may feel like an advocate, guide or coach for your student workers. Supervisors should keep in mind that while they may be giving advice and providing support, they should not take on the role of social worker, counselor, benefactor or parent/guardian. These roles step beyond the boundaries of the supervisor role, and can complicate and compromise the relationship, and confuse the student.

#### Do's and Don'ts When Supervising Youth

##### Do's

##### Don'ts

<ul style="list-style-type: none"> <li>• Office culture varies widely with regards to physical contact and personal space. We ask that supervisors and colleagues maintain conservative physical boundaries with student workers. 3 feet is a general guideline with regards to personal space</li> </ul>	<ul style="list-style-type: none"> <li>• Engage in any physical contact with your student worker</li> </ul>
<ul style="list-style-type: none"> <li>• Be as committed as you can be to supervising your student associate; make sure your student knows who to go to and what to do if you are unavailable</li> </ul>	<ul style="list-style-type: none"> <li>• Attempt to transform or reform the student by setting goals based on your own agenda; adopt a parental or authoritative role in interaction with the student</li> </ul>
<ul style="list-style-type: none"> <li>• Maintain reasonable eye contact during conversations</li> </ul>	<ul style="list-style-type: none"> <li>• Attempt to instill a set of values inconsistent with those the student is exposed to at home</li> </ul>
<ul style="list-style-type: none"> <li>• Recognize the relationship and the conversation may be fairly one-sided from time to time as communication skills continue to be an area of development for some student associates</li> </ul>	<ul style="list-style-type: none"> <li>• Exchange personal information like cell phone numbers or home addresses (if there is a business case or safety reason for this exchange of info, please consult with CWSP)</li> </ul>

• Give positive and constructive feedback regularly	• Focus on the negative aspects of the student, student's family, school or neighborhood
• Give specific instructions while student associate takes notes; answer student associate questions	• Maintain intense eye contact, wink or stare at student associate
• Engage in conversations that support student associate learning and growth; student associate's perspective is focus of conversation	• Spend time alone with students outside of professional office/remote work setting, supervision meetings or business lunches
• Use good judgment when deciding to joke with a student associate; if your concerned about how your humor landed, follow up w/ your student or give the CWSP a heads up	• Engage in conversations where supervisor discloses personal and confidential information so that the student associate becomes the confidant of the adult
• Seek and utilize support from your designated Cristo Rey Partnership Associate	• Make comments that are physical or personal in nature that may be interpreted as having sexual overtones/flirting or condone inappropriate topics for discussion

### Tips for Communicating with Student Workers

- **Confidentiality:** Supervisors are expected to maintain the confidentiality of the students they work with, however this does not extend to CRNY and CWSP staff who should be kept informed of all significant conversations had with student workers.
- **Email communication:** Student associates should only be communicating with supervisors via a company-issued email address or their CRNY email. Supervisors should limit email correspondence to work-related topics. Any concerning email should be forwarded to CWSP Partnership Associate.
- **Safety and health of students:** Any information that is brought to the attention of a supervisor that may impact the health or safety of a student or other minor should be brought to the attention of the CWSP Partnership Associate immediately. CWSP Partnership Associate are required to report possible child abuse and neglect and must respond immediately to threats of suicidality/homicidality. School counselors are also best placed to deal with other family crises and should be notified in order to coordinate support for a student worker.
- **Practice active listening:** In order to build trust and mutual respect, supervisors are encouraged to practice active listening strategies while students are speaking. Be aware of body language, eye contact and attention during conversations. Avoid

lecturing and interrupting; it may be useful to paraphrase what the student associate has said in order to make sure they have been understood. Stay away from judgment and acknowledge the validity of the student associate's feelings.

- **Before telling a student 'how it is,' educate yourself on how it is for them.** It may be inappropriate to ask a student associate about his/her particular home life, culture, family's immigration status, background, socioeconomic status, but all of this information shapes the student associate now sitting across from you or on your video conferencing screen. Many CRNY students travel well outside of their neighborhood to attend CRNY so the school's location does not necessarily match the student's experience. Speaking with your CWSP Partnership Associate should help you develop a better understanding of a student associate's challenges and triumphs.

***The material above has been adapted from the following sources:***

*Cannata, Amy, Garringer, Michael, Rummell, Christian, Arevalo, Elsy, and Jucovy, Linda. "Training New Mentors: Effective Strategies for Providing Quality Youth Mentoring in Schools and Communities." The Hamilton Fish Institute on School and Community Violence and The National Mentoring Center at Northwest Regional Educational Laboratory. Sept. 2007. Web 23 Sept. 2013.*

*Courtesy of California Governor's Mentoring Partnership. "Mentor Guidelines and Code of Conduct." Web 19 Sept. 2013.*

*Crisis Prevention Institute, 2001.*

*MENTOR/National Mentoring Partnership. "How to Build A Successful Mentoring Program Using the Elements of Effective Practice." 2005. Web 19 Sept. 2013.*

*North Carolina Division of Juvenile Justice, Community Programs, Resource Guide, "Maintaining Appropriate Boundaries with Youth" Resource Guide.*

*Pardini, Eileen and Be A Mentor, Inc. "Be A Mentor Program: Training Guide for Volunteer Mentors." July 2006. Web 19 Sept. 2013.*