

SUPERVISOR TOOL-KIT

Designed to make your experience easier



**SAINT MARTIN
DE PORRES**

CLEVELAND'S CRISTO REY HIGH SCHOOL

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PREPARING FOR SCHOOL YEAR:

1. SAMPLE JOB DESCRIPTIONS

Broken down by industry, brief list of tasks students can do within a department.

Information Technology:

Students will support and troubleshoot basic IT needs of the organization. Specific duties will include:

- Run, update, install and uninstall software.
- Maintain computers in computer labs.
- Maintain paper in all public printers.
- Help prepare loaner computers.
- Make lists and verify equipment for e-Waste pickup. Break down boxes and other items getting disposed.
- Close out technology tickets in e-system.
- Deploy hardware.
- Image new computers.

Manufacturing:

Students will support the Material Management department with general office administration and clerical duties. Specific responsibilities may include:

- Prepare small materials for shipment (bag and tag)
- Scan and index purchase documents.
- File documents for the sales team.
- Sort and inventory products.

Finance:

Students will support the daily operations of the Finance Office. Responsibilities may include administrative support, clerical duties and database management. Specific duties will include:

- Open, scan and index all incoming mail.
- Review statements for old invoice numbers.
- Maintain check book for Pac.
- Look up vendors and process invoices.
- Verify accuracy of AFP Receiving department transactions.
- Scan documents (ie reconciliations, daily shippers, invoices, contracts, etc.)
- File documents (vendor invoices, packing slips, and checks)
- Open mail.
- Match vendor checks to appropriate invoices.
- Mail checks to vendors.
- Check contracts to receiving reports for accuracy.
- Additional duties as assigned.

Healthcare:

Students will work to support the nurses and doctors with patient floor operations. Specific duties will include:

- Answer unit phone and direct calls to the appropriate person.
- Respond to patient calls and alert nurses/doctors.
- Deliver water to patient rooms.
- Maintain organization files as needed.
- Conduct inventory and deliver supplies/items when requested.
- Track daily performance metrics of employees.
- File and retrieve radiology scans.
- Scan medical records to patient charts.

Human Resources:

Students will support all functions of the Human Resources Department. Specific duties may include:

- Scan and file personnel information.
- Review/update employee timesheets into spreadsheets.
- Create new hire orientation packets.
- Review plant safety violations and update into spreadsheets.
- Create PowerPoints for company communications.
- Support new hire process by reviewing resumes, participating in interviews, providing feedback and preparing for employee's first day of work.
- Enter employee evaluation/review data into database.
- Scan new hire files to OnBase system.

Legal:

Students will support the daily operations of the records office. Specific responsibilities may include:

- Scan legal documents.
- Review scanned documents for quality control.
- File creation, assembly and delivery.
- Data entry.
- Attend meetings with records team.
- Court docket runs.
- File breakdown.

Administrative Support:

Students will support the daily operations of the administrative team. Specific responsibilities may include:

- Track promotional materials, via excel, to be given away at blood drives.
- Pack and pull promotional materials to be sent to events.
- Greet visitors and answer mainline phone.
- Create welcome badges.
- Welcome new volunteers and tracks applications via Volunteer Management Database.
- Call and email prospective volunteers to remind them to complete all application steps.
- Provide administrative support to the Volunteer Services Department in the maintenance of volunteer personnel records (basic HR functions).
- Fulfill donation requests.
- Annual fund letter mailings.
- Maintain copiers, printers, and supply closet.
- Restock coffee stations throughout the day.

PREPARING FOR SCHOOL YEAR:

2. SCHEDULES

Providing a student with a schedule is instrumental in their pathway to success at work. Students' brains are wired to actively engage for a forty-five minute period with a five minute break period during the school day. When given an entire day at work, they often do not know how to effectively plan and schedule a day successfully. Below are examples of daily and monthly schedules. Use hard copies, or consider using calendar invitations within your email system so students are able to see in real time where they need to be, who they need to be working with and what project they should be working on.

a. [Sample Daily Schedules](#)

- i. Daily time schedule
- ii. Daily task list

b. [Sample Monthly Schedules](#)

- i. Shared student schedule
- ii. Rotation day schedule

c. [Remote Work Daily Schedule](#)

- i. Daily time schedule

3. INTRODUCING YOUR JOB TEAM

There are many great means of spreading the word about CWSP job team within your own organization and we certainly hope you do!

Formally, Partner organizations often send an email announcing the arrival of their job team, or post an article about their CWSP partnership on their office intranet. If your organization produces a newsletter, you might consider including a blurb about your students within its content. In addition to the valuable financial impact your organization is making, your role as an advocate in the community is equally important. Consider sharing information about the partnership with Saint Martin de Porres High School with your community relations area.

No matter how you choose to share your partnership with CWSP with your colleagues, please consider using the students' photos in your communication. Doing so helps employees connect names with faces and encourages interaction with the student job team. When students enroll at Saint Martin, they sign a waiver that allows the school and its Partners to use their image and likeness in publications, so it is not necessary for you to collect any additional permission. We will be happy to provide you with a student's school picture (if available) or take a photo of each student during Job Team Orientation Day.

If you would like us to share our marketing materials with you, we would be happy to do so.

a. [Sample email](#)

4. THE CWSP PROMISE

As we continue to improve the CWSP Experience, we are affirming our promise to you.

a. [The CWSP Promise](#)

PREPARING FOR A STUDENT'S FIRST DAY:

When a student begins work, help set them up for a successful school year by providing them with a folder or notebook to be used throughout the year during workdays. Make sure to walk your student(s) through how you expect them to use each item provided. For example, if you provide them a notebook, tell the student the notebook's purpose is to be used to take notes when they are receiving directions so they can refer to them while working on projects. If you provide a folder, make sure to point out the purpose of each item inside and how it can/should be used.

Make their space welcoming. Consider having co-workers sign a piece of paper with "Welcome **[Student Name]**" written on it and post in/around the desk area. Provide them with an organizational diagram or list of people they will be working with and how they will interact with each individual.

Make sure to check back in with your student before they leave for the day. Ask them how they think their first day went. Who stood out to them and why?

Considering having a "Welcome Week" to introduce each student to their coworkers over a shared meal or snack.

1. LISTS OF STUDENT FOLDER/NOTEBOOK ITEMS:

[Help your student stay organized at their workspace](#)

2. JOB TEAM ORIENTATION DAY AND FIRST-DAY ORIENTATION:

On a student's first day of work, take some time out of the day to do a brief orientation about your organization. Highlight HR policies and procedures that a student must follow and make a point to introduce the students to all employees in the office to build community and relationships.

- a. [Sample First Day Agenda](#)
- b. [Getting to know your student employee handout](#)
- c. [Sample welcome email](#)
- d. [Sample welcome flyer](#)

3. SETTING STUDENT EXPECTATIONS

On a student's first official day of work, it is important to discuss expectations, encourage consistent communication and lay out a format for feedback sharing. Students are expected to conduct themselves in a mature manner that is consistent with the expectations of the worksite. The following are suggested guidelines for important items to discuss with students during the first few days and throughout the year. Reminders that students need consistency and routine.

Setting clear expectations for student performance will allow for a student to be successful and grow as a professional. Below are several standards that students should be held to. These recommendations will also be assessed within the student support and client satisfaction survey.

In addition, use the "Getting to Know Your Student Employee" sheet as a tool to learn more about your student. Consider completing the form as well so that you can go over it together and find commonalities.

- a. [Saint Martin Student Expectations Document](#)
- b. [Remote Supervisor Expectations and Tips](#)

ONGOING

1. TIMECARDS

Daily timecards will be required of all students and supervisors. Learn more about the daily timecard process.

- a. [Timecard Instructions](#)

2. WORKING WITH STUDENTS

Learn how to effectively communicate and provide feedback to students, as well as projects students can work on if they have down time.

Communication:

Communication at the workplace can be a challenge for some students. Many will open up right away and will set a high precedent for the remaining students. However, it is important to remember that not all students are as outgoing and often can be shy, reserved and nervous, especially in the first weeks of work. It can also be intimidating for a student to work among a large group of adults and people from different backgrounds. Being proactive about creating an open work environment will encourage students to feel comfortable and draw them out of their “comfort zone.”

Another important area of communication is feedback sharing. Adolescents need immediate and specific feedback. Starting this sharing from the beginning of the school year will help to prevent miscommunication and hurt feelings. Supervisors should discuss with their student(s) the idea of constructive feedback and how they intend to share positive reinforcement, advice, and instruction. We encourage you to ask your student how they prefer to receive feedback - verbally, written, in the moment, in a separate conversation, etc.

Some students, particularly freshmen, are shy and reserved when they begin working. Students are more motivated to perform well when they are encouraged to speak up, ask questions, and engage with coworkers.

- **Teach Back Method:** When giving verbal instructions to a student, ask them to repeat back to you the directions to ensure that they fully understand what is being asked of them. Using verbiage such as “Please, tell me the steps you will take to complete this assignment.” will help to assure the project is completed correctly.
- **Check-ins:** After introducing a task to a student, especially one that requires repeated actions, ask a student to check-in with you after having completed a small portion of the task. Using verbiage such as “After you have completed 15 of these files, please come to my desk and check in with me so that I can ensure that you have the process correct. Then you can work on the rest of the files.” This will ensure that the student understood the directions and will safeguard against repeated mistakes.

Providing Feedback:

Employing these simple suggestions can elevate student performance and foster a positive, productive work environment:

- **Discuss mistakes:** Students inherently fear making mistakes because they do not want to get “in trouble.” However, it is important to provide constructive criticism. If the student did not meet expectations on a certain day, do not give a false impression. Rather work with your student to develop an understanding that making mistakes does not equate to failure. Encourage them to learn, adapt and take on new more challenging tasks.
- **Use specific examples:** Give specific examples of what constitutes poor performance and deliver it so that the critique is about the action, not about the person. Adolescents often have difficulties processing generalities because of the stage of their brain development where they cannot differentiate between something “they did” and “who they are.” Use concrete and detailed examples and avoid grouping together multiple issues.
- **Be immediate:** Do not wait a week to deliver feedback as the “teachable moment” will have passed. If time permits, allow for the student to return to the failed task and correct their work. This helps the student retain the feedback for future tasks.
- **Lead with the positive:** Students react far more favorably to positive feedback than negative feedback. Ensure that you include ample positive input around negative feedback. Use positive language to communicate negative feedback; for example, say “You could have achieved a much better outcome if you had...” not “You failed in this assignment because...”
- **Motivate:** Engaging in conversation and positive verbal reinforcement on a constant basis is a helpful way of encouraging a student. Students who believe they succeed because of hard work will continue to use their best efforts to work through difficult problems and assignments.
- **Praise effort instead of natural ability:** Focus on the behaviors in the workplace, versus the natural characteristics of the student. Students who base their self-value on hearing that they are “smart” or “talented” promotes the status quo. In order to encourage a student to accept challenges, emphasize the effort she/he puts forth.
- **Help to retain feedback:** Give reminders and the opportunity for repetitive tasks; encourage him/her to take notes when giving feedback; utilize evaluation results and supervisor/student check point document.
- **Student timecards:** On a student’s timecard, consider providing feedback for each workday, whether it is positive or constructive, this allows for your Relationship Manager to see how each student performed for the day. Consider checking the box to share feedback with students.

- a. [Working and Interacting with Students Handout](#)

- b. [Work Skills and Career Development Projects](#)

- i. [Career Interest Interview Questions](#)
- ii. [Career Research Project and Handouts](#)

ONGOING

3. JOB SHADOWING

By participating in the Corporate Work Study Program, Saint Martin hopes that students will be introduced to a diverse variety of careers and departments within our partner organizations. Exposing students to different areas within an organization will foster student learning and exploration of a variety of careers. Students should also observe the day-to-day task requirements and environment of a department.

This opportunity benefits your organization by introducing colleagues to Saint Martin students and the community. This opportunity can help young professionals make informed decisions about their college and career paths and for an employee to develop their networking and mentoring skills. Below is a sample email request, agenda and checklist. Think outside the box when you reach out to departments to participate. Below is a list of departments to help get you started.

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|-----------------------------|-----------------------------------|-----------------------------------|
| 1. Accounting Executives | 16. Executive Offices | 31. Market Research |
| 2. Accounts Payable | 17. Financial Planning & Analysis | 32. Media |
| 3. Accounts Receivable | 18. Financial Reporting Group | 33. Offices Services |
| 4. Assets Management | 19. General Accounting | 34. Operational Excellence |
| 5. Audit | 20. HR | 35. Procurement Operations |
| 6. Brand Management | 21. HR Business Partners | 36. Project Management |
| 7. Business Development | 22. HR Systems and Reporting | 37. Property Accounting |
| 8. Business Intelligence | 23. Infrastructure | 38. Public Relations |
| 9. Capital Markets | 24. IT Application Support | 39. Quality Assurance and Control |
| 10. Communications | 25. IT | 40. Relationship Management |
| 11. Compensation & Benefits | 26. IT Solutions | 41. Social Media |
| 12. Community Relations | 27. Lease Administration | 42. Strategic Initiatives Execs |
| 13. Development | 28. Legal | 43. Strategy Planning |
| 14. Digital Marketing | 29. Loss Prevention | 44. Tax Management |
| 15. Donor Relations | 30. Marketing | |

- a. [Sample email request](#)
- b. [Agenda](#)
- c. [Job shadowing checklist](#)
- d. [Job shadowing student questionnaire](#)