



# CWSP SUPERVISOR REFERENCE GUIDE

## A Supervisor Reference Guide

This reference guide is to be used as a tool for supervisors at a CWSP worksite. Details and logistics of the program can be found in your manual, and as always, your Relationship Manager is also available to help you at any time throughout the year.

### WORKING AND INTERACTING WITH STUDENT ASSOCIATES

Students tend to shy away from adults they do not know. As such, getting to know your student on a deeper level is imperative to their success.

As you learn and share with your students, they will build respect for you and tend to perform better and try harder on their given tasks.

- Make the decision to engage your student every day
- Take 60 seconds out of your morning and share a bit about yourself
- In turn, take 60 seconds to learn about your student
- Find similarities and check back in with the student about those things; for example, if you like sports, “Did you see the score of the game last night?”
- Ask open-ended questions that elicit a thoughtful response
- Encourage the student to get to know other co-workers

### ASSIGNING TASKS FOR STUDENTS AND SPEAKING WITH INTENT

#### **Create buy-in:**

- Explain the purpose of the task, give context; how does it impact and make your organization run?
- Students are practical about what motivates them and connect tasks to their world
- Let the students make a choice between two projects that they must complete in a day

#### **Speak with clarity:**

- Use fewer words and speak with intention
- Say what you want, not what you don't want
- Give clear, simple directions
- Ask questions to ensure the student understands the directions. Have a student complete a small part and show you

### UNDERSTANDING THE TEENAGE BRAIN

Teenage brains are not fully developed. The prefrontal cortex controls executive functions of working memory, inhibitory control, and cognitive flexibility. When the prefrontal cortex isn't fully wired, a young adult struggles to control impulses, take appropriate risks, and lacks focus.

## Say this, not this...

“This might be difficult, but I have faith in you”

“I’m not sure if you can do this, but I don’t have time to complete it”

“I’d normally give this to the senior student but I know you can do it”

“The underclassman the worker only gets to do step one”

“Take notes, please. You’ll need these steps to complete the filing project this afternoon”

“You might want to take notes”

“I need you to make 50 copies in the next hour and return them to the blue bin labeled copies on my desk”

“Please make copies of this”

### THREE MAIN INGREDIENTS TO BE AN EXECUTIVE COACH FOR STUDENTS ASSOCIATES:

<p><b>Strong Personal Connection</b></p> <ul style="list-style-type: none"> <li>• If students lack positive experiences with adults in their personal lives, even short interactions with supervisors can cause great anxiety</li> <li>• Include students in office culture and office traditions</li> <li>• Learn about the students’ passions and interests</li> </ul>	<p><b>Focus on Growth</b></p> <p>Growth is: Desire to learn, take on new challenges, take appropriate risks</p> <ul style="list-style-type: none"> <li>• Praise students for the positive choices/outcomes they make, celebrate their success</li> <li>• Affirm students' efforts and capacity</li> <li>• Let students know mistakes are ok. The key is to own the error, learn from it, and don't</li> </ul>	<p><b>Good Coaching</b></p> <p>Set expectations and hold students accountable:</p> <ul style="list-style-type: none"> <li>• Encourage students to set attainable goals and break tasks into achievable, intermediate steps</li> <li>• Early on, check in frequently and ask for status reports. Give students more independence as they become used to this routine</li> <li>• Create systems for</li> </ul>
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	repeat it again "I know the assignment was a tough one, but you hung in there and got it done. Your nonstop focus, concentration and effort were awesome!"	communication • Don't wait for students to come to you and don't make assumptions • Avoid generalizations, be specific
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