



Supervising Teen Employees

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Supervising Teen Employees

Sample Workshop Agenda

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BREAK

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BREAK

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BREAK

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Workshop Summary, Wrap-Up, Evaluation & Closing

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Introduction

Working with teens is really a "hot topic". As anyone can tell who has worked with teen staff, adults have varying degrees of success in working with teenagers. Some adults seem to have a "magic touch"...the kids with whom they work always seem to be on the ball, exceed performance expectations, and are generally wonderful. But then there are supervisors who get the opposite reaction... The performance of teens with whom they work is mediocre at best, and goofing off and poor customer service are all-too-frequent occurrences.

In this workshop we will discuss the differences between adults who are successful in working with teens and those who are not, the "secrets for success" for working effectively with teens, and principles for effective supervision of teen employees in landscape and garden centers.

Objectives

As a result of this session, participants will...

- identify and strengthen skills in managing young employees to become consistently productive and high quality team members
- discuss the differences between adults who are successful in working with teens and those who are not, and
- share and discuss principles and practical tips for effective supervision of teen employees.

Activity 1 - Stage-Setting

1. Should teens be employed in your business? Why or why not?
2. Are there any contributions or qualities that teens can provide as staff members that people of other ages cannot?
3. Are there any drawbacks or disadvantages to involving teens as staff members? If so, what are they? Can they be accommodated? If so, how? If not, why not?
4. Why would a teen want to work for you or your business?
5. What kinds of complaints might teen employees have about working for your business?
6. What type of relationship should exist between adult and teen staff members? How would you define or characterize a "positive adult-teen working relationship?"
7. Share an example of a success and an example of a failure you have experienced or observed in working with teens. What do you think made the difference?
8. If you were providing "tips for success" for an adult supervisor to be effective in working with teen staff members, what would you say?
9. If you were going to caution that same adult with a list of "things to avoid" in working with teen staff, what would be on your list?
10. What steps do you or would you personally take to assure positive working relationships with teen staff in your setting?

Activity 2 - Good Boss / Bad Boss Good Teen Employee / Bad Teen Employee

Directions:

- Each participant will receive four index cards. Use a different index card to write your answers to each of the following sets of questions:
 1. Good Boss Characteristics
What makes someone a “good boss” for teen employees? What do teens like about working with adult supervisors in your business? What advantages can a good boss offer teen employees?
 2. Bad Boss Characteristics
What might make someone a “bad boss” for teen employees? What do teens NOT like about working with adult supervisors in your business? What are the disadvantages of having a bad boss for teen employees?
 3. Good Teen Employees
What makes someone a “good” teen employee? What are some things you like about working with teens in your business? What are some advantages of working with teens in your business?
 4. Bad Teen Employees
What makes someone a “bad” teen employee? What are some things you do not like about working with teens in your business? What are some disadvantages of working with teens in your business?
- After each participant has had a few minutes to respond individually to the above questions, we will discuss responses and reflect on implications for your work in supervising teen employees this summer.

Activity 3 - What Do Positive Adult Supervisor / Teen Employee Relationships Look Like?

- String Example
- Continuum of Adult / Teen Supervisory Relationships
 - Adult Control** - Adults retain complete power in this type of supervisory relationship, and plan and structure all of the teen work experiences.
 - Consultation with Teens** - In this type of supervisory relationship, teens are consulted in as work is planned and implemented, but adults have veto power and expect agreement.
 - Partnership with Teens** - Teens share a degree of real power and responsibility in a partnership relationship with adult supervisors as work is planned and completed. Adults and teens mutually agree on functions, and teens sometimes by-pass adults and take the initiative to plan and complete work on their own.
 - Delegation of Power To Teens** - This type of relationship involves negotiation between adults and teens, and results in teens assuming authority over some aspects of the work.
 - Teen Control** - Teens do the planning and make the decisions in this type of relationship. Adults serve only in an advisory capacity, and may serve to “legalize” the work activity.
- There isn't one "best" way to work with teens, although in most business settings most supervisory relationships are on the “adult control” or “consultation with teens” level. Supervisors working with teens need to assess their situation and the personalities and experience of their teen employees to decide at which point on the continuum their relationship with teens should fall

Activity 4 - What The Law Requires

A. *Youth Rules: Protecting The Working Teen* (16 minute video)

B. U.S. Department of Labor: Prohibited Occupations for Agricultural Employees

The child labor rules that apply to agricultural employment depend on the age of the young worker and the kind of job to be performed. The rules are the same for all youth, migrant children as well as local resident children. In addition to restrictions on hours, the Secretary of Labor has found that certain jobs in agriculture are too hazardous for anyone under 16 to perform.

- Once a young person turns **16 years old**, he or she can do any job in agriculture.
- A youth **14 or 15 years old** can work in agriculture, on any farm, but only in non-hazardous jobs.
- A youth **12 or 13 years of age** can only work in agriculture on a farm if a parent has given written permission or if a parent is working on the same farm as his or her child, and only in non-hazardous jobs.
- If the youth is **younger than 12**, he or she can only work in agriculture on a farm if the farm is not required to pay the Federal minimum wage. Under the FLSA, "small" farms are exempt from the minimum wage requirements. "Small" farm means any farm that did not use more than 500 "man-days" of agricultural labor in any calendar quarter (3-month period) during the preceding calendar year. "Man-day" means any day during which an employee works at least one hour. If the farm is "small," workers under 12 years of age can only be employed with a parent's permission and only in non-hazardous jobs.

C. Hazardous Occupations (US Department of Labor)

The Secretary of Labor has found that the following agricultural occupations are hazardous for youths under 16 years of age. No youth under 16 years of age may be employed at any time in any of these hazardous occupations in agriculture (HO/A) unless specifically exempt. Exemptions (*) will apply to HO/A #1 through #6 under limited circumstances.

- HO/A #1 Operating a tractor of over 20 PTO (Power-Take-Off) horsepower, or connecting or disconnecting implements or parts to such a tractor.
- HO/A #2 Operating or helping to operate any of the following machines (operating includes starting, stopping, adjusting, or feeding the machine or any other activity involving physical contact with the machine):
- (a) Corn picker, cotton picker, grain combine, hay mower, forage harvester, hay baler, potato digger, or mobile pea viner;
 - (b) Feed grinder, crop dryer, forage blower, auger conveyor, or the unloading mechanism of a non-gravity-type self-unloading wagon or trailer; or,
 - (c) Power post-hole digger, power post driver, or nonwalking-type rotary tiller.
- HO/A #3 Operating, or assisting to operate any of the following machines (operating includes starting, stopping, adjusting, or feeding the machine, or any other activity involving physical contact with the machine):
- (a) Trencher or earthmoving equipment;
 - (b) Fork lift;
 - (c) Potato combine; or,
 - (d) Power-driven circular, band, or chain saw.
- HO/A #4 Working on a farm in a yard, pen, or stall occupied by a:
- (a) Bull, boar, or stud horse maintained for breeding purposes; or
 - (b) Sow with suckling pigs, or cow with newborn calf with umbilical cord present.

- HO/A #5 Loading, unloading, felling, bucking, or skidding timber with a butt (large end) diameter of more than 6 inches.
- HO/A #6 Working from a ladder or scaffold at a height of over 20 feet (working includes painting, repairing, or building structures, pruning trees, picking fruit, etc.).
- HO/A #7 Driving a bus, truck, or automobile when transporting passengers, or riding on a tractor as a passenger or helper.
- HO/A #8 Working inside:
 - (a) A fruit, forage (feed), or grain storage structure designed to retain an oxygen deficient or toxic atmosphere - for example, a silo where fruit is left to ferment;
 - (b) An upright silo within 2 weeks after silage (fodder) has been added or when a top unloading device is in operating position;
 - (c) A manure pit; or,
 - (d) A horizontal silo while operating a tractor for packing purposes.
- HO/A #9 Handling or applying agricultural chemicals if the chemicals are classified under the Federal Insecticide, Fungicide and Rodenticide Act as Toxicity Category I -- identified by the word "Danger" and/or "Poison" with skull and crossbones; or Toxicity Category II -- identified by the word "Warning" on the label. (Handling includes cleaning or decontaminating equipment, disposing of or returning empty containers, or serving as a flagman for aircraft applying agricultural chemicals.)
- HO/A #10 Handling or using a blasting agent including, but not limited to dynamite, black powder, sensitized ammonium nitrate, blasting caps and primer cord.
- HO/A #11 Transporting, transferring, moving, or applying anhydrous ammonia (dry fertilizer).

D. Ohio Minor Labor Law

ORC Chapter 4109: Employment Of Minors

"Minor"

Any person less than 18 years of age who has not obtained a high school diploma or its equivalence and/or individuals subject to the exemptions contained within section 4109.06.

"Record Requirements"

Every employer shall post in a conspicuous place frequented by minors a printed abstract of the minor labor laws, furnished by the Wage and Hour Division, and a complete listing of all minors employees which shall contain at a minimum the minors name, age, date of birth and occupation. Ohio Board of Education authorizing the minor to be employed by a particular establishment. Minors must be at least 14 years of age to obtain a work permit. Work permits can be deemed by the school superintendent. A new work permit must be issued each time the minor changes employment. Within 3 days of termination of employment the work permit shall be returned to the issuing authority. Also upon termination, payment for any and all wages must be received by the minor by the next regularly scheduled pay period.

During summer months when school is not in session, 16 and 17 year old minors are not required to obtain work permits, provided that the employer maintains proof of age and a signed statement from their parent or guardian consent to their proposed employment.

"Minor Wage Agreement"

An agreement, prepared in duplicate, as to the wages and or compensation the minor shall receive for each day, week, month, year, or per piece. Sample agreements are available from the Bureau, upon request. No employer shall reduce the wage of any minor without giving him written notice of at least 24 hours prior to the reduction. Copies of the Minor Wage Agreement are available on line.

Section 4109.10 of the Ohio Revised Code reads as follows:

“No employer shall give employment to a minor without agreeing with him as to the wages or compensation he shall receive for each day, week, month, or year; or per piece, for work performed. The employer shall furnish the minor with written evidence of the agreement and on or before each payday, with a statement of the earnings due and the amount to be paid to him. **No employer shall reduce the wages or compensation of any minor without giving him notice at least twenty-four hours previous to the reduction, at which time a written agreement shall be entered into with the minor as in the case of original employment.**”

The following form is furnished as a guide or sample, and may be reproduced by any employer. This form should be prepared in duplicate and signed by both the employer and the minor. One copy to be given to the minor and the other copy to be retained by the employer in the personnel file of the minor.

MINOR AGREEMENT

Employer _____

Date ____/____/____ has employed _____,
a minor who is under 18 years of age and agree that minor shall be paid at the rate of \$ _____ per
hour. We also have on file a working certificate for said minor, unless otherwise exempt under Chapter 4109.

Date of Birth ____/____/____

Minor's Signature _____

Owner or Official Signature _____

"Wage Withholding"

No employer shall retain or withhold wages or any part thereof because of presumed negligence, failure to comply with rules, breakage of machinery, or alleged incompetence to produce any standard of merit.

"Break Requirement"

All minors are required to have a 30 minute uninterrupted break when working more than 5 consecutive hours which must be documented as stated above.

"Employment Hours"

• **Minors 14 and 15**

When school is IN session minors 14 & 15 cannot be employed before 7:00 a.m. or after 7:00 p.m.; work more than 3 hours on any School Day; work more than 18 hours in any School Week; work during school hours, unless employment is incidental to bona fide vocational training program.

When school is NOT in session minors 14 & 15 cannot be employed before 7:00 a.m. or after 9:00 p.m.; work more than 8 hours per day; work more than 40 hours per week.

• **Minors 16 and 17**

When school is IN session minors 16 & 17 cannot be employed before 7:00 a.m. or 6:00 a.m. if not employed after 8:00 p.m. the previous night; or after 11:00 p.m. Sunday through Thursday. There is no limitation in hours per day or week.

When school is NOT in session minors 16 & 17 have no limitation as to the starting and ending time and no limitation in hours per day or week.

Prohibited Occupations

Certain occupations are considered hazardous to minors and minors are prohibited from working in those occupations.

Ohio Administrative Code Section 4101:9-2-01

To prevent the employment of minors, "individuals under 18," in any occupations found hazardous or detrimental to the health and well-being of minors, the Director of the Ohio Department of Commerce is authorized to issue rules pursuant to Section 4109.05 of the Ohio Revised Code prohibiting the employment of minors in occupations determined to be hazardous. The following is a summary only and should not be construed as a complete listing of prohibited occupations for minors.

Occupations Prohibited for ALL Minors

- Slaughtering, meat-packing, processing rendering
- Operation of power driven slicers; bakery machines; paper product machines; metal forming; punching or shearing machines; circular and band saws; guillotine shears; woodworking machines
- Manufacture of brick, tile, and kindred products
- Manufacture and storage of chemicals or explosives, or exposure to radioactive and ionizing radiation substances
- Coal mining and mining other than coal
- Logging and saw milling
- Motor vehicle, railroads, maritime , and longshoreman occupations
- Excavation operations, wrecking, demolition, and shipbreaking
- Power-driven and hoisting apparatus equipment
- Roofing operations

Occupations Prohibited for 14 and 15 year old Minors

- Manufacturing and warehouse occupations (except office and clerical work)
- Public messenger services occupations
- Work in freezers; meat coolers and all preparations of meats for sale (except wrapping, sealing labeling, weighing, pricing and stocking)
- Transportation; storage, communications, public utilities; construction and repair
- Work in boilers or engine rooms; maintenance or repair of machinery
- Outside window washing from window sills, scaffolding, ladders or their substitutes
- Cooking, baking, operating, setting up, adjusting, cleaning, oiling, or repairing power-driven food slicers, grinders, food choppers cutters, baker type mixers
- Loading or unloading goods to and from trucks, railroad cars or conveyors
- Work with cars and trucks involving pits, racks, or lifting apparatus
- Inflation of tires mounted on rimes equipped with a removable retaining ring
- For-profit door-to-door employment (unless the employer is registered with this division)

Door-to-Door Registration Requirements

For-profit employers may only employ minors under 16 if registered with this division and if they are in compliance with all Ohio and federal laws relating to the employment of minors, Ohio Motor Vehicle Financial Responsibility, Workers' Compensation, Unemployment Compensation and all other applicable laws relating to employment. In addition, they must: provide at least one supervisor over the age of 18 for each 6 minor employees; require all minors to work at least in pairs and have appropriate age and schooling certificates; not employ any minor under 16 in employment activities before 7:00 a.m. or after 7:00 p.m.; and not employ any minor under 18 in employment activities before 7:00 a.m. or after 8:00 p.m.

E. Ohio Minimum Wage Law

(See handout summaries of implementation legislation)

Activity 5 - What Youth Need

(adapted from Pittman, Karen. *What Youth Need*. Report from the White House Conference on Teenagers. May 2, 2000.

- Desirable Youth Outcomes (5 C's)
 - ▶ Confidence (self worth, mastery)
 - ▶ Character (respect, responsibility, trust, caring, fairness, citizenship)
 - ▶ Connection (safety & structure, membership & belonging)
 - ▶ Competence (civic & social, cultural, physical health, emotional health, intellectual, vocational)
 - ▶ Contribution (participation, power)

- How Employers Can Contribute Toward These Outcomes
 - ▶ Stable work environments
 - ▶ Basic care and services
 - ▶ Healthy working relationships with colleagues, supervisors, and customers
 - ▶ High expectations and standards
 - ▶ Role models, resources and networks
 - ▶ Challenging experiences and opportunities to participate and contribute
 - ▶ High quality instruction and training

Activity 6 - ABC's for Supervising Teen Employees

A. Antecedents: Establishing a Positive Work Environment

- A1 Needs assessment: Identify and define staffing needs.
- A2 Job Description: Develop clear job descriptions.
- A3 Identification: Identify potential candidates for the jobs.
- A4 Recruitment: Recruit the candidates you think you want.
- A5 Screening: Screen them carefully.
- A6 Selection: Select the best candidates for the jobs.
- A7 Orientation: Provide a thorough orientation.
- A8 Protection: Provide education in using appropriate risk management strategies
- A9 Resourcing: Provide adequate resources needed for success.
- A10 Teaching: Provide opportunities for continued growth and development.

A1 Needs Assessment Principles

Needs assessments should:

- ▶ Address the purposes and objectives of the business
- ▶ Determine what needs to be done to achieve those purposes and objectives
- ▶ Identify and define what teen staff and other resources are needed to get the job done

A2 Principles for Developing Job Descriptions

Clear Job descriptions should be developed which:

- ▶ describe the duties, responsibilities, and working conditions of each job
- ▶ describe the qualifications necessary for teen success in the job
- ▶ convey why the job is important, and one for which teens are needed

A3 Principles for Identifying Teen Job Candidates

Potential candidates should be identified from both:

- ▶ within the business (to assure continuity and maintain core business strengths)
- ▶ outside the business (to provide "new blood" and bring fresh ideas)

A4 Teen Recruitment Principles

People are more likely to be interested in a position if it meets their needs and interests.

Recruitment strategies which address teen interests and needs for belonging, independence, new experience, recognition, achievement, and power are more successful than those that do not.

Recruitment content and strategies should be targeted towards desirable candidates who are likely to be successful in the job.

A5 Screening Principles

Screening should be done as effectively and efficiently as possible.

An application of some sort (even a simple verbal request) should be a prerequisite in order to be considered for a position. All staff members should be screened before being accepted for their position.

The screening process should include a review of the candidates' qualifications and experience; their knowledge, skills, attitudes, and aspirations are related to likelihood of success in the position; their character and past performance (verified by references); and other aspects related to the position.

A6 Selection Principles

Select candidates you believe will do the best job, and do not select candidates who are unlikely to be successful in the position.

It is better to start the generation process over again to develop a new pool of candidates than it is to select a person who is unlikely to be successful.

It is better to err on the side of protecting the health, safety, and well-being of other employees, your customers, and your business than it is to err on the side of giving a questionable candidate an opportunity.

A7 Orientation Principles

Set a good example

To be successful in getting teen staff to perform appropriately, adults who work with them should consistently set a good example. Actions speak much louder than words in influencing teen performance.

Explain goals, expectations, policies, procedures, norms, and preferences clearly and thoroughly.

Orientation should be designed to enable staff to understand goals and expectations, both personal and business. Basic expectations are often written in job description and in the policies & procedures manual, and in the rules of the specific business in which youth are involved. However, there are usually also many unwritten expectations for behavior which are important for enhancing the development of individual youth and groups which should be identified and explained.

There are a variety of verbal, non-verbal, and written communication techniques by which behavior goals and expectation can be communicated effectively. Use the technique or techniques that are most likely to produce the desired results. Regardless of the technique(s) used, behavior expectations should be communicated early and often. If teen staff are not directed towards planned goals and desired behaviors and expectations, they may head in undesirable directions.

A8 Principles for Teen Staff Protection

Provide education in using appropriate risk management strategies.

Make sure staff physiological needs are met – food, water, rest, exercise, health.

Make sure the work environment is safe. Provide physical security, stability, order/structure, freedom from fear, etc.

A9 Resource Principles

Provide adequate resources needed for success.

If adequate resources are not available, keep staff informed of the situation, provide alternatives, and involve them as much as possible in the resolution process.

A10 Teaching Principles

Provide opportunities for continued growth and development.

Use the DEEP approach: demonstrate, explain, experience, and process.

Staff education should be a continuous, on-going process. Pay attention to staff members and teach during “teachable moments”. Do not wait for the final evaluation interview to suggest alternatives or to help staff members process and learn from their experiences.

B. Behavior Management: Engage & Motivate Teen Employees On The Job

B1 Engagement: Engage staff members

B2 Motivation: Use the “platinum rule” of motivation

B3 Supervision: Supervise effectively

Principles for Mobilizing Teen Employees for Success

B1 Engagement Principles

Make sure all teen staff members have significant responsibilities, appropriate to their needs and interests. Teenagers are more likely to stick with and become loyal employees for a business in which they feel needed, have a sense of belonging, and are recognized for their contributions.

Make sure no one is being left out or overlooked as assignments are distributed.

Make sure no one has too many jobs, or too few.

Once they have been well-oriented to their jobs, teens are usually able to identify choices, weight alternatives, and make decisions and plans, and carry them out without a great deal of direct input from adults.

However, without guidance they may not think through all the ideas or plan things a completely as they need to. Also, adolescence is an ego-centered time of life...reminds teens as needed that there are other interests and needs to be considered in business planning beside their own.

Adults need to assist teens with thoughtful questions, trouble-shooting, reminders about things that might be forgotten, etc.

Pay attention to teen staff through watching, listening, and interacting, and provide assistance and redirection as needed.

B2 Motivation Principles

Use the “platinum rule” of motivation: Do Unto Others As They Want Done Unto Them

B3 Supervision Principles

- ▶ Maintain an appropriate adult role in adult/teen staff relationships.
- ▶ Be a positive mentor. Always be responsible, competent, caring, capable, and mature ... and be sure to apologize and make amends if you slip up.
- ▶ Avoid assuming any of the three roles of victim, persecutor, or rescuer in working with teens, and avoid “playing games” in which they may try to put you and/or themselves in one of these roles.
- ▶ Care about teens, be dedicated, and put that care and dedication into action.
- ▶ Respect teens and their feelings and opinions, and expect them to respect you.
- ▶ Be enthusiastic & have a sense of humor.
- ▶ Let teens know what’s expected (and have high expectations!).
- ▶ Be fair. Be aware of what’s really going on, and be fair and reasonable working with teens.
- ▶ Demonstrate a positive attitude of confidence and trust in teens.
- ▶ Be open to suggestions and constructive criticism yourself.
- ▶ Identify, communicate, and establish any “givens” or “ground rules” you insist upon as an adult in working with teens. Examples include:
 - “no drugs, sex, alcohol, tobacco products, or weapons”
 - “everyone must be nice to each other and no behavior which belittles, embarrasses, or hurts another person will be tolerated”
- ▶ Negotiate any items on which there is some flexibility. Examples:
 - appropriate dress for work
 - rules related to telephone use
 - rules related to talking with friends and family
- ▶ Give staff the authority to make as many other decisions as possible within the “givens” and “negotiated” ground rules you have agreed upon.
- ▶ Be consistent, fair, and timely in supervising staff.

C. Consequences: Evaluate, Reward/Punish, Retain/Disengage

C1 Evaluation: Evaluate regularly

C2 Recognition: Provide recognition

C3 Retention, Redirection, or Disengagement: When relationships end or change (even working relationships), people need closure. Provide closure at the conclusion of working relationships with teens through inviting them to return, redirecting them to another role, or “graduating” them from the business/group.

C1 Evaluation Principles

The process of evaluating teen staff should be objective, continuous, and on-going, and should include:

- ▶ accurate observation and assessment of each staff member’s performance
- ▶ reinforcing and rewarding positive performance
- ▶ eliminating and overcoming poor or mediocre performance
- ▶ planning for future performance

Positive performance should be recognized as publicly as possible and praised liberally. “Catching staff being good” and telling everyone else about it is an excellent means by which teens learn what they need to do to get attention, approval, and acceptance

Poor performance should be confronted as quickly and privately as possible and measures taken to help teens improve as staff members. When staff do not perform well, it can negatively affect their co-workers and your customers, and can disrupt your whole business. If poor or mediocre performance is ignored or otherwise tolerated, the business can quickly slip into disarray. The following sequence is suggested eliminating and overcoming poor performance:

- ▶ Define and confront the problem.
- ▶ Tell the teen, “This aspect of your performance or this behavior (specify) is causing problems and is not acceptable or does not meet what I expect from you.” Make it clear that it is the Performance or behavior and not the person that is bad.
- ▶ Identify alternatives for resolving the problem and/or improving performance.
- ▶ Ask the person, “What should be the consequence of this situation, and/or what do you suggest as some alternatives for performance that would be more appropriate?” Usually teen staff members are able to identify appropriate consequences and identify what they need to do to perform better
- ▶ If they cannot, or if their suggestions are not adequate, the adult should provide consequences and specific suggestions for how the staff member should his or her improve performance.
- ▶ Decide on an appropriate course of action, and gain agreement and commitment from the staff member to follow through with the plan and to improve performance. Be specific and clearly communicate what, when, where, why, and how the staff member’s performance is expected to improve.
- ▶ Follow through and direct the staff member as needed. Make sure appropriate consequences for negative performance are enforced, and improvements in performance are made.
- ▶ Usually, the above steps will take care of the problem. However, if poor performance continues, it may be necessary to move the staff member to another stage of the model (i.e. – recognize what they have contributed, and move them towards redirection or disengagement.

C2 Recognition Principles

Recognition is a basic human need, but recognition preferences vary from individual to individual and situation to situation.

Where possible, recognition should be tailored to the specific motivations and needs of the individual. For example:

- ▶ Individuals motivated mostly by achievement especially value tangible rewards such as pay raises, public recognition ceremonies, trips, and awards.
- ▶ Individuals motivated mostly by power value rewards such as being placed in higher positions of authority, gaining increased control over budgets and policies, etc.
- ▶ Individuals motivated mostly by affiliation/relationships value having colleagues and clientele recognize their good work, nominations from colleagues for staff awards, and new assignments which provide greater interaction with people.

However, most people are motivated somewhat by all three motives, and all forms of recognition should be made available to all staff.

Positive performance should be recognized as publicly as possible. Again, “catching staff doing well” and telling them and everyone else about it is an excellent means by which teen staff learn what they need to do.

Recognition should be given as soon as possible after the event / performance / situation / behavior for which it is being given.

Recognition of teen staff should be given for:

- ▶ being part of the group
- ▶ individual progress towards goals
- ▶ achievement of standards of excellence in job performance
- ▶ superior performance as a staff member, both as an individual and in comparison with other staff

C3 Principles for Retention, Redirection, or Disengagement

It is easier and more efficient to retain and redirect staff members who already know your business and whose performance is acceptable, than it is to recruit and orient new ones.

If staff members do a good job and wish to continue in a similar role, and if that role continues to be needed in your organization, those staff members should be retained.

Efforts should be made to redirect staff members when:

- ▶ they are doing an acceptable job but desire new opportunities or challenges or different responsibilities, and
- ▶ when poor job performance can be attributed to a mis-match between the person's talents, interest, and abilities and the requirements of the current job.

Staff should be disengaged from the business or organization when performance is below an acceptable level and no other positions/opportunities exist in which they are likely to be successful.

Twenty-Five More Tips for Success In Working With Teens

Regardless of whether adults or teens have more control in the relationship, there are some "secrets of success" for adults to be effective in working with teens. Caring, respect, enthusiasm, honesty and high expectations, fairness, guidance & encouragement, meeting teen needs, responsibility, confidence, and openness are most frequently cited as important both by adults who are known for their effectiveness in working with teens, and by the teens with whom they work. In addition, adults who are successful in working with teens have shared numerous other specific, practical tips such as these:

1. Caring - Care about teens, be dedicated, and put that care and dedication into action.
2. Respect - Respect teens and their feelings and opinions, and expect them to respect you.
3. Enthusiasm - Be enthusiastic & have a sense of humor.
4. Honesty - Let teens know what's expected (and have high expectations!).
5. Fairness - Be aware of what's really going on; be fair and reasonable in evaluating
6. Guidance & Encouragement - Give teens guidance, training, and encouragement.
7. Meet Their Needs - Learn teens' needs, wants, and expectations, and try to provide for them.
8. Responsibility - Involve teens and give them REAL responsibilities.
9. Confidence - Demonstrate a positive attitude of confidence and trust in teens.
10. Openness - Be open to suggestions and constructive criticism yourself.
11. Maintain an appropriate adult role in adult/teen relationships. Avoid assuming any of the three roles of victim, persecutor, or rescuer in working with teens, and avoid "playing games" in which they may try to put you and/or themselves in one of these roles.
12. Identify, communicate, and establish any "givens" or "ground rules" you insist upon as an adult in working with teens (examples: "no drugs, sex, alcohol, tobacco products, or weapons", "everyone must be nice to each other and no behavior which belittles, embarrasses, or hurts another person will be tolerated", "full time participation is required", etc.). Negotiate any items on which there is some flexibility (examples: times for lights out and quiet on overnight trips, constitutions and bylaws for handling club policies and procedures, appropriate dress for meetings). Give teens the authority to make as many other decisions as possible within the "givens" and "negotiated" ground rules.
13. Make things FUN
14. Be specific about responsibilities and roles.
15. Keep communication lines open.
16. Meet to establish goals and guidelines.

17. Make sure all participants have significant responsibilities, appropriate to their needs and interests. Teenagers are more likely to stick with (and thus gain the maximum benefit from) a business in which they feel needed, have a sense of belonging, and are recognized for their contributions.
18. Make sure your business includes a balance of educational, service, and social experiences
19. Make sure every participant has major responsibilities and other assignments for which others depend on him/her to provide leadership.
20. Work with teens to learn everyone's names and their major responsibilities
21. Make sure no one is being left out or overlooked as assignments are distributed.
22. Make sure no one is overburdened with too many jobs.
23. Involve the teens - Teens should be involved in actually planning and conducting as much of their work as is possible for their abilities
24. Teens may be able to identify choices, weigh alternatives, and make decisions and plans without a great deal of direct input from adult staff. However, without guidance they may not think through all the ideas or plan things as completely as they need to. Also, adolescence is an ego-centered time of life...remind teens as needed that there are other interests and needs to be considered in business planning besides their own. Adults need to be on hand to assist teens with thoughtful questions, trouble-shooting, reminders about things that might be forgotten, etc.
25. Make sure all teens feel they belong in the group: work to develop inclusiveness rather than exclusiveness.

Summary and Closing

Reflect for a few minutes on your business situation. Write down at least one idea you plan to try in improving your work with teens in the coming months.

Quotes:

"If you treat individuals as if they are what they ought to be and can be,
they will become what they ought to be and can be"

Goethe

"If you want teens to keep their feet on the ground,
put some responsibility on their shoulders"

Abigail Van Buren

Challenge:

"Fifty years from now it will not matter
what kind of car you drove,
what kind of house you lived in,
how much you had in your bank account, or
what your clothes looked like.

But the world may be a little better because
you were important in the life of a child."