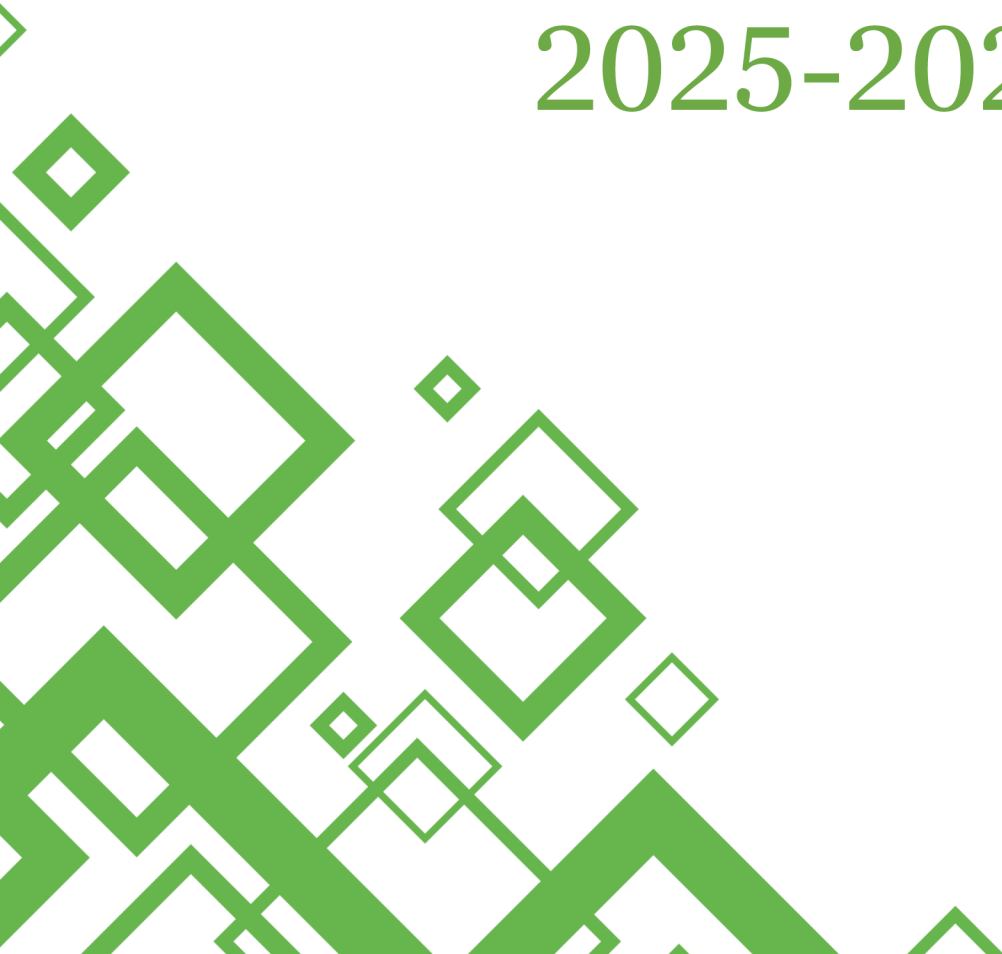




PROVIDENCE CRISTO REY

CAREER MENTOR GUIDE

2025-2026



Thank you for being a Career Mentor!

This guide is designed to support career mentors as they help students navigate their corporate work study professional journey. It provides a framework for building effective mentoring relationships that foster career readiness, workplace confidence, and personal growth. In addition, it includes important school policies that mentors should be aware of and follow throughout the mentoring relationship.

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Important Information

Physical Address: **Providence Cristo Rey High School
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Main Telephone: **(317) 860-1000**

Web Site: www.cristoreyindy.org

Career Mentor Website: www.cristoreyindy.org/mentor

Corporate Work Study Team

Name	Title	Email	Phone Number
Stephanie Hood	Director of Corporate Work Study	shood@pcrhs.org	317-803-1000 ext 131
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	Student Success Associate		
	Relationship Manager		

Corporate Work Study Overview

The Corporate Work Study Program at Providence Cristo Rey High School offers professional experience to students and also is a graded class that is a requirement for graduation. Details describing the general logistics of the program as professional development experience are covered in the Policies and Procedures section and information outlining the coursework that supports the high school credit is offered below.

Roles & Responsibilities

The Mentor's Role

Mentors serve as professional guides and supporters. They:

- Share career experiences and insights
- Provide relevant and meaningful work or tasks that support student learning and skill development
- Provide constructive feedback
- Help mentees set and achieve goals
- Model professional behavior
- Encourage student professional development

Mentors are not responsible for:

- Finding jobs or internships
- Solving personal problems
- Acting as a therapist or counselor
- Providing academic support

The Mentee's Role

Mentees are active participants in the relationship. They are expected to:

- Come prepared with questions or goals
- Demonstrate appropriate dress and grooming for the workplace
- Maintain a positive work attitude
- Exhibit regular and punctual attendance
- Take initiative in asking questions about things they do not understand
- Be open to feedback and learning
- Reflect on experiences and apply advice

Providence Cristo Rey Corporate Work Study Policies

Workday Expectations and Scheduling

Students are expected to work a full day—approximately 5 to 7 hours—on their assigned workdays, depending on the corporate partner’s location. Morning drop-offs occur between 8:10 AM and 9:40 AM, and pick-ups take place between 2:00 PM and 3:10 PM, ensuring students arrive back at school by 3:25 PM.

Attendance and Tardiness

Regular attendance and punctuality are essential components of workplace success and are key expectations for all students participating in the Corporate Work Study Program at Providence Cristo Rey. We encourage students to have perfect attendance for the work days, in order to be in compliance with our service agreement with you, our CWS partner, but also to reinforce accountability and responsibility.

Attendance Expectations

- Students are required to attend all scheduled work days throughout the school year.
- In the event that a student has not boarded the bus on their work day, the Corporate Work Study Team will notify you by 8:15 AM via email.
- All missed workdays must be made up before the end of the school year. Students may not miss school to make up workdays.
- Make-up days are typically scheduled during school holidays or breaks in collaboration with the career mentor.

Tardiness

- Students are expected to arrive on time for their workday.
- If a student is late to school and misses their assigned transportation, they are responsible for arranging their own transportation to the job site, if feasible.
- If a student cannot get to work due to tardiness, it will be considered a missed day and must be made up.

- Mentors are asked to report any incidents of tardiness to the Corporate Work Study team so that we may support the student in improving their time management.

Reporting and Follow-up

- If a student is absent and the school has not contacted you, please inform the Corporate work study team immediately.
- Repeated absences or tardiness may result in a formal intervention, including a performance review or placement on a Performance Improvement Plan (PIP).

This policy is intended to help students build the habits of responsibility and reliability that are essential for long-term success in any career.

Cell Phone Policy

In alignment with state law and school policy, students may only use their phones during designated break times. Phones should remain put away during work hours, just as they are during class time at school. At the worksite, students may use their phones only during lunch or scheduled breaks. Mentors are encouraged to help reinforce this policy and report any ongoing issues to the Corporate work study staff.

Dress Code

At Providence Cristo Rey, students are expected to present a professional appearance that reflects positively on themselves and the school. Students often interact with business leaders, donors, community members, and potential employers—they know making a strong first impression is important.

Students must wear their school uniform on workdays unless the corporate partner requires alternative attire for safety. In those cases, Providence Cristo Rey will ensure appropriate adjustments. If there are any questions about dress expectations, please contact the Corporate work study office.

Mentors are asked to help enforce the dress code, which is designed to reflect real-world workplace standards. Hairstyles, makeup, and jewelry should be moderate and conservative. Clothing should fit properly to avoid safety risks, and students should wear appropriate footwear. Headphones and other distractions should not be worn during work hours.

If a student arrives in attire that appears unprofessional or inappropriate, mentors should notify the Corporate work study team immediately.

Lunch Breaks

Providence Cristo Rey provides each student with a sack lunch on their assigned workday. Students may choose to bring food from home instead. Mentors should not purchase lunch for students except on rare or special occasions—doing so may set a precedent for the rest of the year. Ordering food to be delivered to the workplace is not permitted.

Generally speaking, students should receive a 30-minute lunch break. If a student is misusing this time (e.g., extending breaks or returning late), please address the issue with the student and notify Corporate work study staff so we can follow up with the student for additional coaching.

For safety and supervision, students are not permitted to leave the employer's property for lunch unless accompanied by two adult staff members and must never leave the workplace on their own.

Time Management and Supervision

Students are expected to walk promptly to and from the bus stop—typically within 10 minutes. Mentors should monitor arrival and departure times to prevent unnecessary delays or lingering. Regular tardiness or early departures should be reported to the corporate work study staff. Mentors must always know the whereabouts of their student workers during the workday. If a parent contacts a mentor with questions or concerns, please direct them to the corporate work study team. Parents should not schedule meetings with corporate partners or mentors about student performance—these requests must go through the school.

Transportation

Providence Cristo Rey provides transportation to and from work assignments using traditional school buses, mini buses with Providence Cristo Rey branding, or school vans. Students are responsible for being on time for both morning pickups and afternoon departures. Corporate partners are encouraged to support students by allowing them to leave work on time in order to meet their scheduled transportation. The Corporate Work Study team will share estimated pick up and drop off times with Career Mentors at the start of each school year. It is generally advised that students and mentors give 10 minutes before and after the estimated pick up time

for the bus to arrive. If the bus is more than 10 minutes late and you have not heard from the Corporate Work Study Team about a delay, please contact the Corporate Work Study team.

In some cases, students may arrive at their worksite via parent drop-off or by driving themselves. You will be notified if this is the case. Please confirm with the Corporate Work Study team when the student arrives each work day so we can record their attendance.

Workplace Incident and Work Performance Concerns

Students represent both themselves and Providence Cristo Rey when in the workplace. Any misbehavior is taken seriously and will be addressed by a member of the Corporate work study staff in partnership with the corporate partner.

Students must follow workplace rules and conduct themselves in a mature and respectful manner. Career mentors are requested to notify the Corporate work study staff promptly of any incidents of misconduct or concerns about a student's behavior that arise in the workplace that cannot be managed effectively after improvement is discussed with the student. Mentors should report any rule violations to the Corporate work study staff, who will determine next steps in accordance with the school's Code of Conduct. In serious cases, a student may be removed from the workplace and replaced.

Students are expected to uphold high standards of professionalism, honesty, and integrity. Use of a corporate partner's equipment, materials, or services (including phone and internet access) without approval is strictly prohibited.

Providence Cristo Rey is committed to maintaining a respectful and safe workplace for all students. Any reports of harassment, discrimination, or inequitable treatment based on race, gender, culture, or religious beliefs will be taken seriously. Providence Cristo Rey will work closely with the corporate partner's HR team to resolve such matters in alignment with labor laws and best practices.

Addressing Work Performance Issues

If a student is not meeting workplace performance expectations, please reach out to the Corporate Work Study Team so we are aware of any challenge and can be a support to you and the student. Then, we ask that the career mentor hold a direct and constructive conversation with the student to encourage improvement. This conversation should clearly outline the observed issues, communicate the expectations moving forward, and give the student an

opportunity to respond. We also recommend that the mentor document this initial conversation, including the date and main discussion points. Some question prompts are below as a starting point.

If concerns persist after this conversation, the career mentor should contact the Corporate work study office to consider next steps (i.e. engage with the Success Coach) and possibly initiate a formal Performance Improvement Process.

The below mentor question can be used to guide an improvement conversation with a student. These questions are designed to be age-appropriate, clear, and encourage thoughtful reflection and growth:

Supportive and Reflective Questions

These help students process their actions and identify areas for improvement:

- *“Can you walk me through what happened today?”*
- *“How did you feel about your performance on that task?”*
- *“Is there anything you found confusing or difficult?”*
- *“What do you think you could do differently next time?”*

Goal-Oriented Questions

These help students focus on improvement and planning:

- *“What’s one goal you’d like to work on this week?”*
- *“What support do you need from me to help you succeed?”*
- *“How can we make sure you’re ready for your next shift?”*

Accountability Questions

These promote ownership and responsibility:

- *“What choices led to that outcome?”*
- *“How do your actions affect the team?”*

- *“What would you do differently if you had a second chance?”*

Encouragement and Motivation Questions

These build confidence and help students see their progress:

- *“What’s something you’re proud of from today?”*
- *“What have you learned about yourself this week?”*
- *“What’s one thing you’re getting better at?”*

Performance Improvement Process

In the event that a student does not meet the expectations of their work assignment, Providence Cristo Rey utilizes a structured support process known as a Performance Improvement Plan (PIP). The purpose of the PIP is to help the student understand areas in need of improvement, provide clear goals, and offer support for professional understanding and growth. This process is intended to give students every opportunity to succeed in their work placement while holding them accountable to workplace standards.

At a high level, Providence Cristo Rey follows a Step-by-Step Improvement Process to address work performance challenges and to help students grow professionally. This process includes:

1. A verbal conversation between the mentor and the student to address the concern and provide immediate feedback. Documentation of the conversation must be shared with the Corporate Work Study team.
2. A second conversation between the mentor and the student, with additional documentation of poor performance since the initial conversation provided to the Corporate Work Study team, with documented strategies the mentor took to support the student.
3. A one month (4 work days) Performance Improvement Plan (PIP) outlining specific goals, expectations, and support strategies

The Corporate work study team will collaborate with the mentor to implement and monitor this process.

Developing a Performance Improvement Plan

Step 1: Identify the Concern

The career mentor should have documented specific issues related to student behavior, attendance, attitude, task completion, or other workplace expectations. Concerns should be clearly defined and supported with observable examples.

Step 2: Partner with the Corporate Work Study Team

The career mentor must contact the Corporate Work Study staff to report the concern. Together, the mentor and school staff will determine whether a Performance Improvement Plan is appropriate.

Step 3: Develop the PIP

The Corporate Work Study staff, with input from the mentor, will draft a Performance Improvement Plan that includes:

- A clear description of the concern(s)
- Specific performance goals or behavioral expectations
- A list of supports or resources available to the student
- A defined timeline for improvement (typically 2–4 weeks/work days)
- Possible consequences if improvement is not demonstrated

Step 4: Review the Plan with the Student

A meeting will be scheduled with the student, career mentor, and a member of the Corporate Work Study staff. During the meeting:

- The PIP will be reviewed in full

- Expectations and consequences will be clearly communicated
- The student will have the opportunity to ask questions or provide feedback
- All parties (student, mentor, and school representative) will sign the PIP

Step 5: Monitor and Support

During the PIP period:

- The career mentor will monitor the student's performance and provide feedback
- Weekly check-ins between the mentor and student are encouraged
- The Corporate Work Study staff will check in at least once to assess progress and offer additional coaching as needed

Step 6: Evaluate Progress

At the conclusion of the plan:

- A follow-up meeting will be held to assess whether the student has met the expectations outlined in the PIP
- If successful, the PIP will be closed, and the student will return to regular status
- If goals have not been met, additional steps may include extending the plan, reassigning the student, or removing the student from the workplace

Mentors are encouraged to communicate regularly with the Corporate Work Study staff throughout the process to ensure alignment and support for the student's success.

Corporate Work Study Class at Providence Cristo Rey

Outside of the professional work experience, students participate in a bi-monthly class to continue building professional skills. Students receive a grade for their participation in the class and their job.

Corporate Work S Assignments

Below are assignments students will complete throughout the school year. A student's CWS grade consists of five primary activities.

1. **Time Cards.** Each workday the student is responsible for submitting a "Time Card." This is done via the learning platform Canvas. This is a way for the student to reflect on their work day and their performance.
2. **Course work.** Students will complete coursework in the designated CWS Class that is offered bi-monthly during their regular school day. This could include reflections, small group assignments, and short presentations to highlight their work experience.
3. **Capstone Project.** All students will prepare and present a Capstone. This body of work will highlight key activities they did while at work in a given school year and connect their work to school and extracurricular activities. Capstones may be worked on during school hours and will be presented during their final week(s) at work in the second semester.
 - a. More information about the Capstone will be shared late in the first semester. Student's do not need to work on their Capstone during work, especially during the first semester.
4. **Student Annual Performance Reviews (SAPR).** These are the performance reviews completed by Career Mentors at the end of each semester. This important feedback supports the student growth and the CWS team for how to better support the mentor and the student.
5. **Student Reflection.** This is a self-reflection completed by the student to reflect on their overall performance. This, coupled with the SAPR, are similar to employee annual reviews that may be conducted in the workplace.