NSERC CREATE – Collaborative Learning of Usability Experiences

Industry Partner Handbook

Table of Contents

OVERVIEW OF PLACEMENT PROCESS

- Employers browse Clue webpage to validate fit with their needs http://clue.carleton.ca
- Employers contact CLUE to express interest
- CLUE will contact Employers directly to validate compliance with program requirements
- Employers submit a CV of the proposed Coach/Mentor for CLUE approval
- CLUE will provide a list of requirements that Employers must satisfy
- Each school term (3), qualified Employers will receive a request for Job Postings for students to review and potentially apply.
- An employer can interview any, all or no students at their discretion.
- Interviews are conducted. Employer ranks students in order of preference while students rank Employers also in order of preference.
- CLUE applies a ranked matching formula to factor in both Employers and students' preferences.
- If there is a satisfactory match, Employer and student will be notified.
- The Employer and student must agree on hours and on start and end dates so that the placement letter can be drafted and so that both University and Clue's administrative requirements can be satisfied.
- Placement letter is issued. At this point, the internship is official. If you require internal documentation, HR support, security clearance or passes, or any other Employer specific administrative requirements, these are your responsibilities and you will deal directly with intern.
- Please note that CLUE might require a site inspection to assure the student's workplace satisfies grant conditions.

Mid-term:
- There will be **mandatory interviews conducted approximately 6 weeks after start** of internship. These interviews are held at the Employer's location. CLUE interviews at minimum the **Coach/Mentor**, followed by the **intern**. Any other management personnel who wishes to accompany the Coach/Mentor during their portion of interview, is welcome.
- Should the interviewer require security passes, please notify clue_industry@csit.carleton.ca well in advance of interview date as to information required.

Completion of Internship:
- Employer completes an evaluation of the CLUE program experience.

GUIDE TO COACHING AND MENTORING CLUE STUDENTS

Clue Program imposes the requirement for a host organization/Employer to supply an expert who will act as Coach and, to a lesser extent, as mentor, to the student intern. In some instances this same person may also play the role of Supervisor.

There are differences between the roles of, on one hand Supervisor, and, on the other, Coach or Mentor.

Supervisor: Plans, organizes, directs, controls, work flows and resources, including human resources.

Mentor/Coach:

- a helping and teaching relationship
- helps people grow in a specific environment
- a supportive relationship
- a guide through the ins and outs of an organization and its culture
- fosters success in the student
- helps develop both technical and soft skills

Note: Although there can be overlaps between the roles of Coach and that of Mentor, "Coaching" is usually more focused on specific issues or skills and the development of said skills, is often performance driven, can focus on both technical and soft skills, but is usually short term. Mentorship tends to more in-depth relationships and provides a safe environment for mentees to discuss both professional and personal issues, seek guidance, including on career goals. Mentorships have some focus on supporting professional and personal development. Mentorship is longer term than coaching and is not obligatorily offered from within the same work environment.

To satisfy CLUE requirements, the identified "expert" must, **at minimum**, be **willing**, **positioned** and **qualified**, to act as **Coach.**

They may also, if appropriate in the organizational context, be the assigned Supervisor, OR some other individual may be identified as the actual Supervisor.

Although the "expert" is invited to also act as Mentor, this longer and more personal commitment, although welcome, is not mandatory.

Good coaching will maximize the learning and professional development of the student during the internship. It will however, in parallel, also optimize this intern's usefulness to your organization and, as such, be of benefit to all parties.

Role of Coach

- promotes trust
- introduces and explains the work environment and helps student integrate in the team
- recognizes students' skills and potential, optimizes
- promotes a good learning environment, teaches, enables practical learning
- advises and provides expertise
- helps remove obstacles
- models good behavior
- provides constructive feedback
- listens to the learner
- questions, challenges, helps people help themselves
- problem solves with student
- helps students help themselves
- motivates or encourages
- Imparts enthusiasm
- Identifies and acknowledges success, may have to measure performance

Suggested Activities and Tips

- ➢ In partnership with student, establish learning goals.
- ➢ Foster building upon the learner's acquired knowledge and skills.
- ➢ Clarify expectations.
- ➢ Provide opportunity, where possible, for teamwork.
- ➢ Explain the workings and culture of the organization, processes, decision-making practices as they relate to the assigned project.
- ➢ Provide background documentation on the company, where pertinent.
- ➢ Introduce student to team members, explain role of each, how pieces fit together.
- ➢ Explain how student's piece fits into the project/the role of others.
- ➢ Explain how his or her piece fits into the vision of the company as a whole.
- ➢ Encourage student to keep a Learning Journal.

➢ Set up regular coaching meetings. These meetings should be over and above the regular interactions you have with the student on specific work or operational components. The goal is to set aside time where the student can ask questions, where both of you can discuss broader questions or situations, where you can provide advice. These meetings can also be opportunities for you to provide more general constructive feedback.

➢ Encourage students to express themselves and to ask questions. Listen. This can help students clarify their thoughts, anchor lessons learned.

➢ Question and challenge students as opposed to always "giving them the answer". Fostering the student emerging the answer often better supports skills development.

➢ Don't limit yourself to coaching on technical skills but give some focus where possible, also to soft skills. Think also of teaching/modeling behaviors that are valued in organizations.

➢ Guide the student to develop a professional approach to work (e.g. proper communication with coworkers and clients).

➢ Conduct a performance review mid-term and at the end of the internship (as if they are one of the employees) to expose them to the process and the attributes that are of importance to the organization.

➢ Debrief Clue Liaison Officer on mid-term evaluation, with a view to helping student hone skills and continue to improve performance.

➢ Help the student fix personal goals that are not directly related to technical skills (e.g. leadership attributes.

➢ Have various technical leads provide coaching to the student so that they are exposed to a variability of styles, skills, and levels of knowledge.

➢ Have one main point of contact for the student to report any issues to, in a safe and secure way.

➢ Encourage the student to keep a personal record of time spent on tasks, and help him/her manage their time and scope efficiently.

➢ Expose the student to activities outside of the projects that they are working on, for example professional women's group, business development meetings, networking events, executive meet and greets.

END OF INTERNSHIP FEEDBACK (SAMPLE)

1. How did you find out about the CLUE program?

□ Carleton CoOp Program - Who_____

□ Industry Partner -   Who_____

□ Academic Contact -   Who _____

□ Other -   Who_____

2. Was your participation limited to receiving and mentoring a CLUE Student OR are you participating in other aspects?   Limited to hosting - □
   Hosting +
   Delivering a short course - □   Delivering a Workshop - □   Committee Member - □

3. Did you use the CLUE website? If yes, did you find all information needed?
   If something was lacking, what?

4. What is your opinion on the initial interview and placement process? What could be improved?

5. Was the format of the mid placement interview convenient?
   Are there improvements you would recommend?

6. What additional preparation could interning student have had, prior to starting work, which would have increased the usefulness of the internship?

7. What orientation or orientation activities, did you provide to the intern upon start of internship?

8. How often did you offer feedback to the intern?

9. Had you set up regular feedback meetings? If yes, were these productive in improving performance and learning?

10. Can you recommend actions that CLUE could initiate to better support you in your coach/mentor role?

11. Did the intern exhibit a sense of responsibility and dependability?

12. Did the intern demonstrate an awareness of their strengths and weaknesses?

13. Did the intern demonstrate ability to be an independent worker? Example?

14. Did the intern work effectively with others on team projects?

15. Did the intern exhibit a professional attitude and behaviour?

16. What are the intern's strengths and weaknesses when interacting with others?

17. What are the intern's strengths and weaknesses in oral and written communications?

18. Would you recommend this intern for future employment? Why or why not?

19. Would you participate in CLUE again?

20. What would you do differently were you to mentor another CLUE intern?

21. What additional support could CLUE provide to better maximize the usefulness of the program?

22. Any other suggestions?

Sample Placement Letter

Below, find a sample placement letter.

August 25, 2016

Dear STUDENT,

I am writing to advise you that you have been awarded a CREATE-CLUE Internship with **INDUSTRY PARTNER**, in Ottawa. This internship is a TERMS OF PLACEMENT where you will be working at the offices of Industry Partner for two days a week. Your direct supervisor will be TBA, who will advise you on the precise details of your placement, hours of operation etc.

At this time, I have the scheduled start and finish dates for the internship to be **START DATE** and **END DATE** respectively. If there is to be any variance in this schedule, please advise myself, the industry liaison and the CLUE coordinator immediately.

Please also be advised that you are required to be registered as a student while engaged in the internship in order to receive your stipend.

During the internship an interview with the industry liaison will be conducted. We have that date scheduled for **MIDTERM INTERVIEW DATE**. At the end of the internship, a short report from the intern and a questionnaire from the industry partner are due within two weeks. (**Report Due Date**)

We look forward to learning more about your experience at the end of internship workshop.

Congratulations, and we wish you the best in this internship. A summary of important contact information and details of the internship are listed in the table below.

Anthony Whitehead

Principle Investigator – Collaborative Learning of Usability Experiences (CLUE)

CLUE Internship – Important Dates, Contacts and Details	
Start Date	Sept 20, 2016
End Date	May 12, 2017
Configuration	2 full time days per week over 34 weeks
Midterm Interview Date	Dec 19th, 2016
Report Due Date	May 26th, 2017
Post Internship Workshop Date	Not applicable (Ph.d, 2nd internship)
PI: Anthony Whitehead	*anthony.whitehead@carleton.ca*
Industry Liaison: Tanya Quaife	*clue_industry@csit.carleton.ca*
CLUE Program Coordinator: José Tremblay	*clue_coordinator@csit.carleton.ca*

Obligations of Program Participants (Students)

1. Students must engage in a work placement internship that is 520 hours of work experience. All work will be UI/UX related on site at the partners location.

2. Participate in a mid-placement informal interview, meant to be informational and to help us improve everyone's learning experience.

3. Students must prepare an end of placement written report which will link their work experience to their academic studies, learning outcomes, and make suggestions to improve experience.

4. Students must attend the seminar series events, notices of seminars will be posted to the mailing list. Please note that the only acceptable reasons for missing a seminar is:
   o You are on a work internship
   o You are in class
   o You are holding TA hours
   o Medical accommodation

   You must notify us when you will not be able to attend a seminar.

5. In addition to the internship, students will participate in a minimum of three (3) either short courses and/or workshops.
   o Two of these will be as short courses or as workshop participant.
   o The third will be a short workshop designed by the student and presented at end of their internship experience. Its objective will be to understand their own personal learning outcomes and to teach to others. The topic is something significant which the student has learned during the internship. As such it will, in part, flow from their written report. The student can do this individually or, should the mentor be willing to participate, it can be done collaboratively.