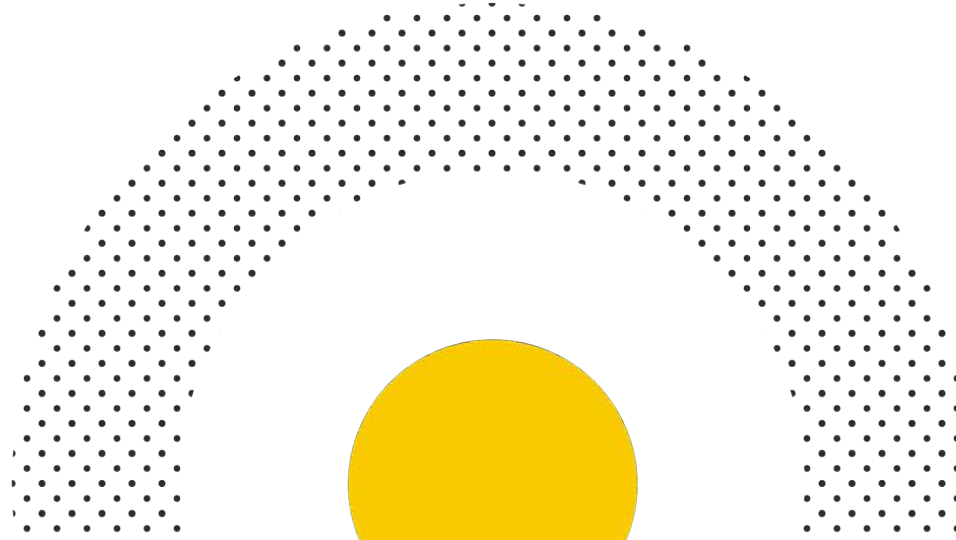


# Optimising Internships at UTS

Sprint Demonstration 3

3 March 2017





# We've been talking to **Employers**



# Research

20 staff from employers engaged:

- 3 phone interviews
- 1 face to face interview in workplace
- 10 face to face interviews at UTS Careers Fair

‘I’d love a more formal  
process for our  
interns.’



**Hayley Vrriola, Calibre**

‘We prioritise soft skills.  
Technical skills can be  
taught.’



**Hayley Vrriola, Calibre**

‘I was so worried that Georgia wasn’t going to get her credit. I didn’t know if UTS cared.’



**Clare Cahill, Adobe**

‘I just wanted a phone call. Not some automated email that went into my spam folder.’



**Clare Cahill, Adobe**



‘It would be nice to have something to deliver to me: “These are the things you should expect.”’



**Clare Cahill, Adobe**

‘We have a guy in our studio  
who is doing astrophysics.  
He’s learning great  
communication skills here.’



**Melanie Withnall, 2SER**

‘We like to bring our  
interns back in as grads.  
But I didn’t know UTS  
did internships!’



**Jonathan Golan, CSC**

# Insights

- The posting and application process on CareerHub doesn't appear to be a problem for engaged employers
- Engaged employers take their duty of care very seriously
- Students need to hear that employers feel that hosting interns brings real benefits to their companies
- We need to take employers' preferred comms channels into account: phone vs email vs automated email

# We've been working with **Faculties**

# Process

We've been working with Faculty representatives to map their offline processes and CareerHub workflows and identify the basic logic behind them.

# FIND PREPARE OBTAIN REGISTER APPLY INSURE SIGN OFF SETUP ENGAGE CHECK IN FOLLOW THROUGH



THE STEP

STUDENT ENROLLS IN THE PREP SUBJECT

STUDENT PREPARES THEIR RESUME

SUB-COORDINATOR CONFIRMS APPROVES

STUDENT SENDS WORKFLOW ON CAREER HUB

SUBJECT COORDINATOR LOOKS OVER THE PAGES

STUDENT FINDS OPPORTUNITY AS COURSE SUBJECT (OR FINDER)

STUDENT STATES APPLICATION FORM

SUBMIT'S CHARTER

STUDENT SEES NEW STATUS

STUDENT STARTS INTERVIEW

EMPLOYER SIGNS OFF ON START FORM

ACHIEVEMENT CHECK IN WITH EMPLOYER

STUDENT SUBMITS JOURNAL ENTRIES

WHAT IS DONE TO FOLLOW UP ON PROBLEMS AND EMPLOYERS

TOUCH POINT

RESUME DOC / PDF

CAREER HUB PLATFORM

CAREER HUB PLATFORM

CAREER HUB WORKFLOW

CHARTER PDF

START FORM

EMERGENCY JOURNAL (AC 117 or CHT)

ACTORS

STUDENT

SYSTEMS

MY STUDENT ADVISE

OBSERVATIONS OF FACTS

VERY DIFFERENT FOR EACH AS PREP SUBJECT BAKES IN SCHEDULED PROPS

METRICS OF DATA

HOW MANY WENT TO THE PREP SUBJECT

POLICY / RULE

FOLLOW UP QUESTIONS

CRITICAL MOMENT

IDEAS



HOW DO THEY PREP? OR GET RESUME GUIDANCE?

SUB-COORDINATOR

CAREER HUB

SUB-COORDINATOR

CAREER HUB

CAREER HUB

?

CAREER HUB?

HOW ARE STUDENTS PREPARED AT THIS STAGE?

EMPLOYER

STUDENT + EMPLOYER?

SUB-COORDINATOR

?

?

DEMONSTRATES FOR EACH PRIORITY WHEN EACH WORKFLOW IS DIFFERENT

?

VERY EASY FOR DASH STUDENTS TO NAVIGATE ON THIS WAY

FORMS / WORKFLOWS ARE RESUME FOR EACH STUDENT NEED

IT IS WHOEVER WHAT DOCS ARE REQUIRED

?

HOW ARE STUDENTS PREPARED AT THIS STAGE?

IS THERE ANY FEED CONTENT ON WHAT TO EXPECT FOR EMPLOYERS?

IS THERE A STANDARD PRACTICE IN TEST THAT CAN BE SOUND?

CAREER HUB?

?

?

IS THIS A "STEP" OR JUST A GENERAL STATEMENT?

?

ON MUST BE SUBMITTED TO HAVE SPECIFIC FACULTY NEEDS FOR INTERVIEW

?

IT IS WHOEVER WHAT DOCS ARE REQUIRED

?

HOW ARE STUDENTS PREPARED AT THIS STAGE?

THERE IS NO STANDARD STARTING GUID FOR EMPLOYERS

EMPLOYER TOOLKIT

HOW OFTEN SHOULD STUDENTS SUBMIT?

?

?

HOW DO COORDINATORS KNOW WHEN SOMETHING IS DONE?

?

CREATE A STANDARD CHECK IN PROCESS

?

IT IS WHOEVER WHAT DOCS ARE REQUIRED

?

HOW ARE STUDENTS PREPARED AT THIS STAGE?

?

?

?

# Insights

The maturity of a Faculty's integration of internships into their course structure determines many of the details in CareerHub workflows, so cross-faculty templates aren't a viable as a technical solution.

To unify UTS's approach *and* address the variables, we will help UTS:Careers facilitate a design process (between Faculty and ITD team members) that translates the basic logic behind all internships into each Faculty/course context.



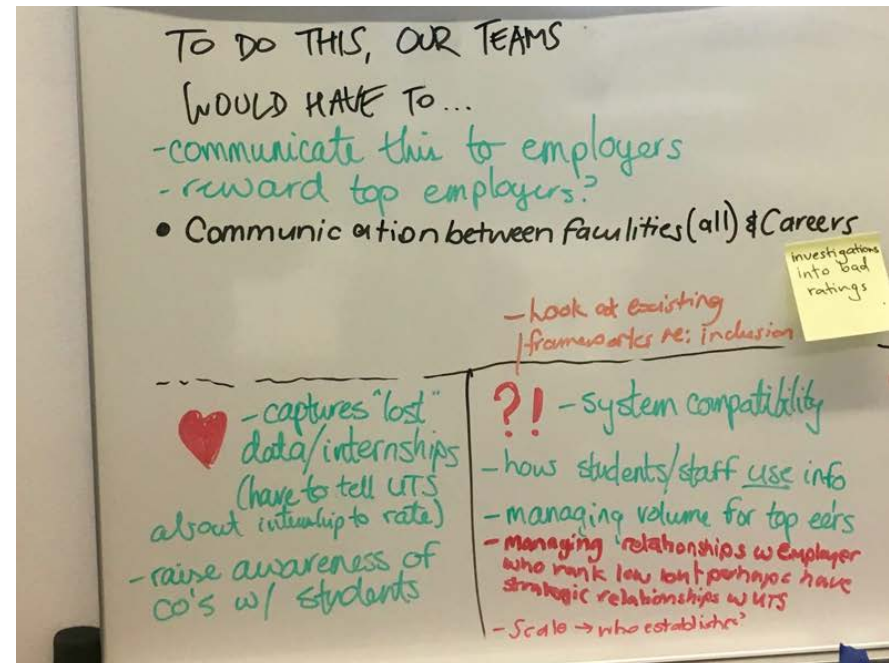
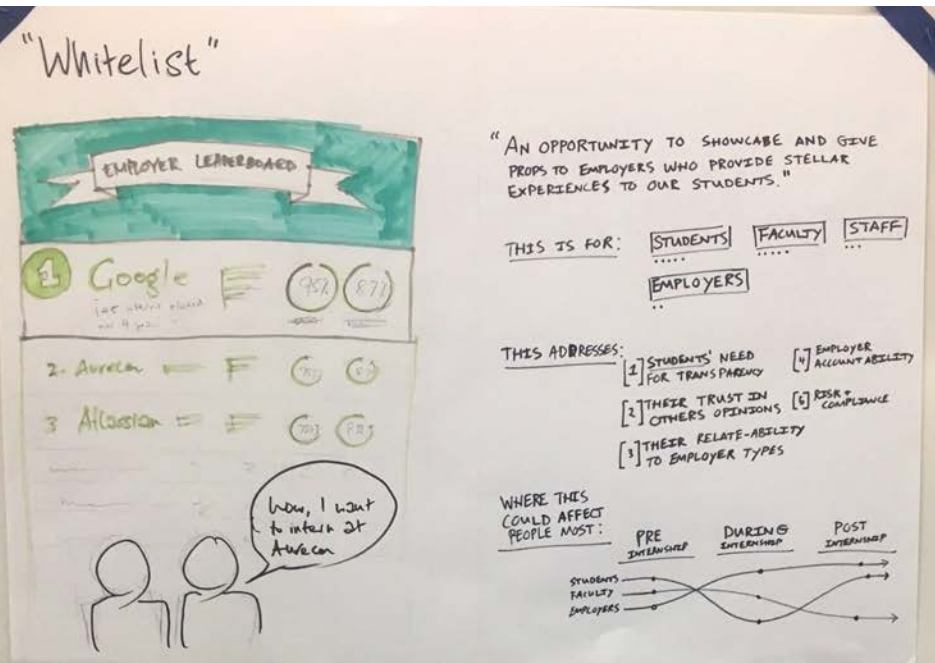
A group of people are gathered around a table in a meeting room. One person is writing on a large sheet of paper that has a grid or table structure. There are water bottles and other items on the table. The background shows other people and office equipment.

# We've been creating concepts to **Prototype**

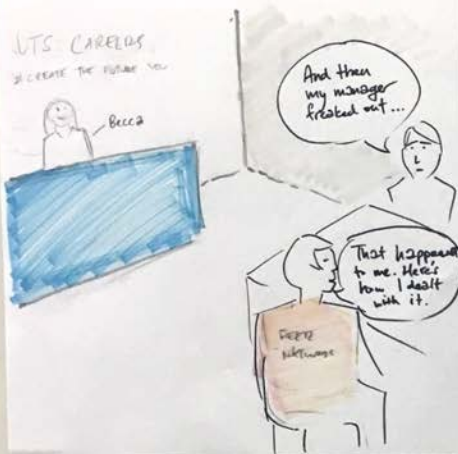
# Process

Based on needs arising from the student internship journey (see Sprint Demo 2), and combining these with insights from employers, we have been generating ideas to prototype for the rest of the project.

We put these before the audience of Sprint Demo 3, and the whiteboard comments next to each concept reflect participants' responses.



# Peer support for interns



"AN OPPORTUNITY TO CONNECT STUDENTS IN A WAY THAT HELPS BUILD THEIR CAPACITY TO 'SWAP IN' TO AN INTERNSHIP WITHOUT BEING JARRED BY THE EXPERIENCE."

THIS IS FOR:

STUDENTS	EMPLOYERS
FACULTY	STAFF

THIS ADDRESSES:

- [1] STUDENTS' MIXED EXPECTATIONS ABOUT INTERNSHIPS
- [2] THE UNSPOKEN CHALLENGES OF THE WORKPLACE
- [3] STUDENT CONFIDENCE AND SKILL SETTING A NEW POSITION

WHERE THIS COULD EFFECT PEOPLE MOST:



TO DO THIS, OUR TEAMS **METRIC/CERT** WOULD HAVE TO...

• Training for students <sup>coaching when to refer</sup> <sub>legalities</sub>

• Assigning Mentors (or not? drop-in)

• identify suitable student PNs

• Have 1 coordinator for every 50 peer coaches/ment

• Careers assistants exist!



• Online mentoring platform

• approachability of peer to peer ✓

?! • myths/rumours, wrong info from PNs.

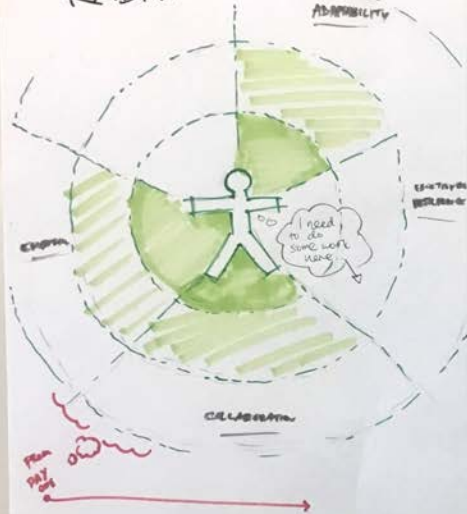
• how to get +ve focus by students?

• Confidentiality?

playability



# Student development RADAR



"AN OPPORTUNITY TO HELP CLARIFY NON-COURSE RELATED SKILLS THAT MAY HELP STUDENTS OBTAIN A CLEARER PICTURE OF THEMSELVES"

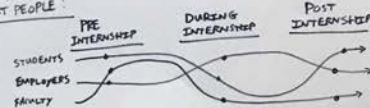
THIS IS FOR:



THIS ADDRESSES:

- [1] THE CLOUDY INTERNALISED NATURE OF 'SOFT SKILLS'
- [2] WHERE TO GO FOR FOCUSED TRAINING
- [3] THE ABILITY OF UTS TO PROVIDE ALL SKILLS DEVELOPMENT
- [4] THE INABILITY OF EMPLOYERS TO TAKE THE TIME TO DEVELOP ALL SKILLS.

WHERE THIS COULD AFFECT MOST PEOPLE:



TO DO THIS, OUR TEAMS WOULD HAVE TO...

- Get on students radar early (eg. On)
- Teach Self-Assessment
- There's so much on market re: self-assessment
- How do we make this common language btm. students/staff/employers.
- Pilot STL assessments
- How can employers help?
- In toolkit?
- Who assesses?

Students gaining self awareness training? Vital part of DOTS model.

How to implement? Can we use existing frameworks/criteria. Eg. Top Grad Attributes

CLARA: Existing tool. But only on learning not employability currently. How to maintain motivation Scale is not perfect but adequate

Professional/personal development programs at massive scale

THE SCHOOL OF LIFE



BUILD

"AN OPPORTUNITY TO PARTNER WITH LEADING PROFESSIONALS AND ORGANISATIONS IN ORDER TO BRING PRACTICAL GUIDANCE AT A LARGER SCALE."

THIS IS FOR:

STUDENTS

FACULTY

STAFF

EMPLOYERS

THIS ADDRESSES:

- [1] THE NEEDS OF FACULTY TO FOCUS ON DEGREE TRAINING
- [2] ISSUES OF SCALE FOR INTERVENING TEAMS

WHERE THIS COULD AFFECT MOST PEOPLE:



TO DO THIS, OUR TEAMS WOULD HAVE TO...

(CAN WE MAKE THIS A REQUIREMENT?)

- culture shift (all staff)

- UTS train the trainers

- embed in curriculum / UTS 1st yr.

- better utilise free electives degree req? (help students w/ this)

- make it easy for academics to authentically assess



- soft skills for all!! ☺

- consistency across UTS

• Scale

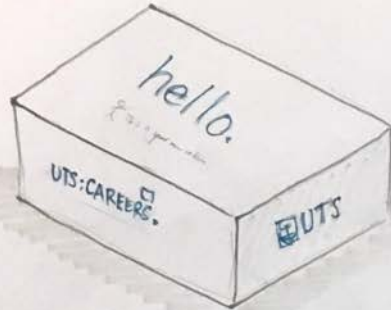
?! - consistency + quality of programs

- tailored to faculty/int?

• too many distracting? gamified training.

- capacity? Digital Webinars to dev. skills

## Employer toolkit



"AN OPPORTUNITY TO PROVIDE GUIDELINES FOR EMPLOYERS ON HOW THEY ARE EXPECTED TO PROVIDE AN INTERNSHIP, AND FOR STUDENTS TO UNDERSTAND THEIR RIGHTS AND STANDARDS"

THIS IS FOR:

STUDENTS

FACULTY

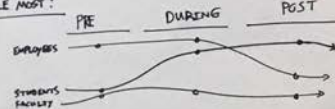
STAFF

EMPLOYERS

THIS ADDRESSES:

- [1] THE SUPPORT AND STRUCTURE EMPLOYERS ARE LOOKING FOR
- [2] UNDERSTANDING THE PROBLEMS THAT WILL HINDER FOR AN INTERNSHIP
- [3] CLARITY AS TO WHAT IS EXPECTED FROM AN INTERNSHIP AND WHAT IS NOT
- [4] GIVES STUDENTS PLACE OR MEANS AROUND EMPLOYEE RELATIONSHIP

WHERE THIS COULD AFFECT PEOPLE MOST:



TO DO THIS, OUR TEAMS WOULD HAVE TO ...

- know when to give eeds/students?  
(Also need Employer "starter kit" too)

- write a good advert
- design an internship, etc
- who to send it to? (recruiter vs. manager?)
- contribute to box contents



- Help for employers

- resources to reassure them
- educate "bad" employers

+ promote other services in the box

?! CAPACITY ISSUES

STUDENT CALLERS?

LINKED IN OFF

- How do we collaborate w/ faculty/staff to make this real?



OTHER IDEAS

Internships NOT for  
credit → how do we  
get metrics for them?  
what are they?

Students  
Tools +  
Resources



STUDENT TOOLKIT

• Employer Touchpoints  
(scheduled)

• Educating  
Employer pre  
Internship /  
Follow up Post  
Internship

- Index of  
how to use  
electives to ↑  
employability  
students



# Next steps

Over the next two weeks, we'll hold further sessions to prioritise, flesh out and (where appropriate) immediately put ideas into practice with the UTS:Careers team.

Thank you.

