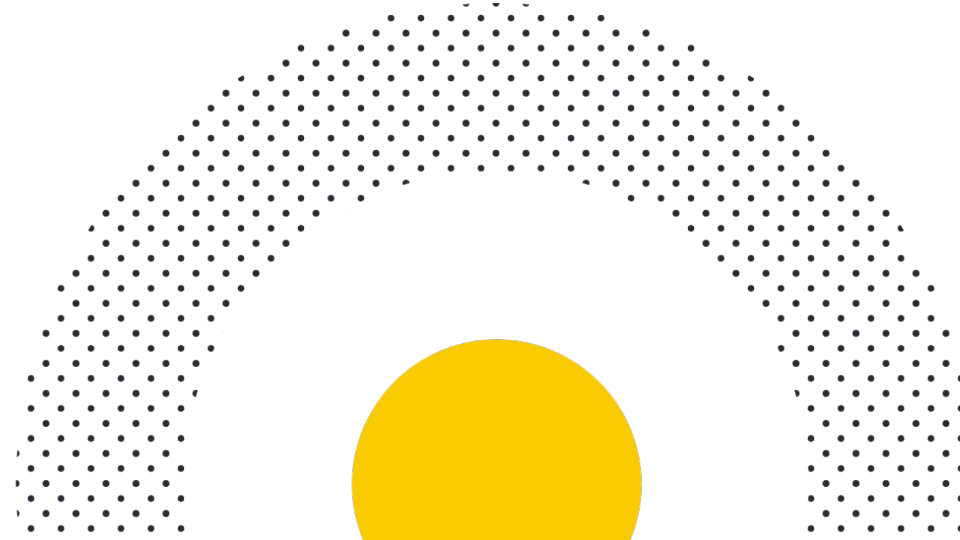


Optimising Internships at UTS

Sprint Demonstration 2

23 February 2017



Your ecosystem
is complex.

Who is the 'customer' in the provision of internships? Employers or students?

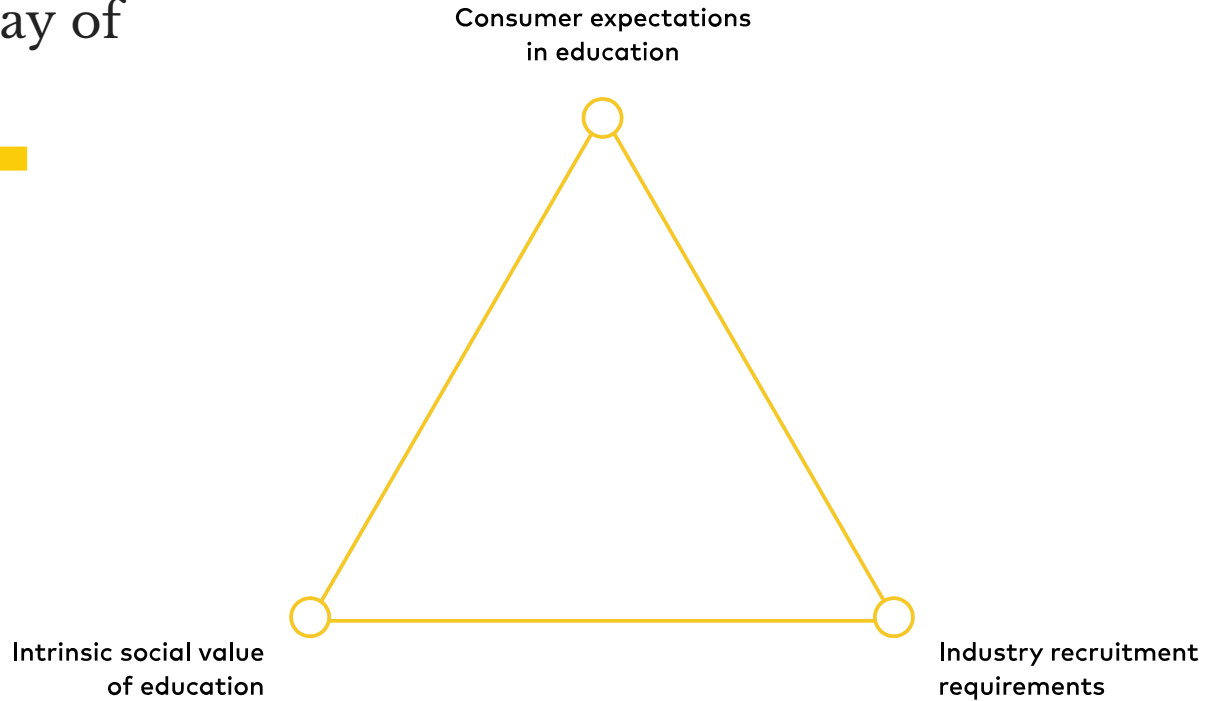
What is the 'product'? Students?

Who is the provider? 'UTS'?
UTS:Careers? Faculty? Employers?

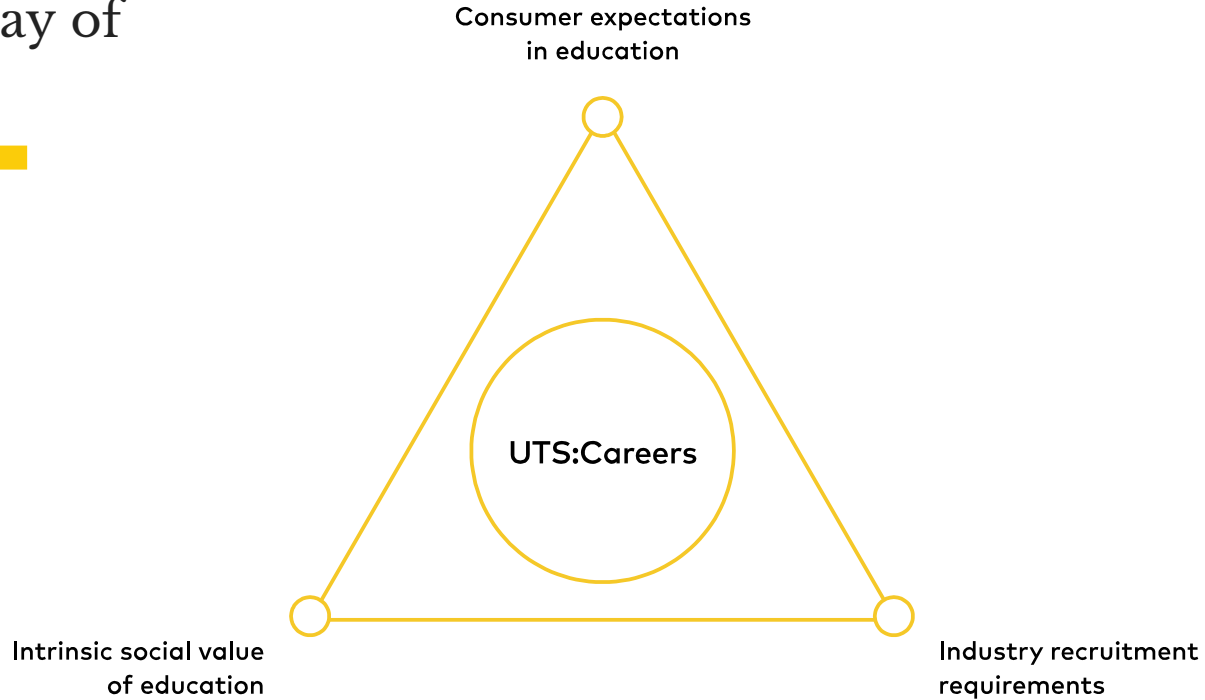
UTS:Careers (and internships as a phenomenon) stand at the intersection of some of the most significant needs and forces within the higher education landscape.

This is an opportunity.

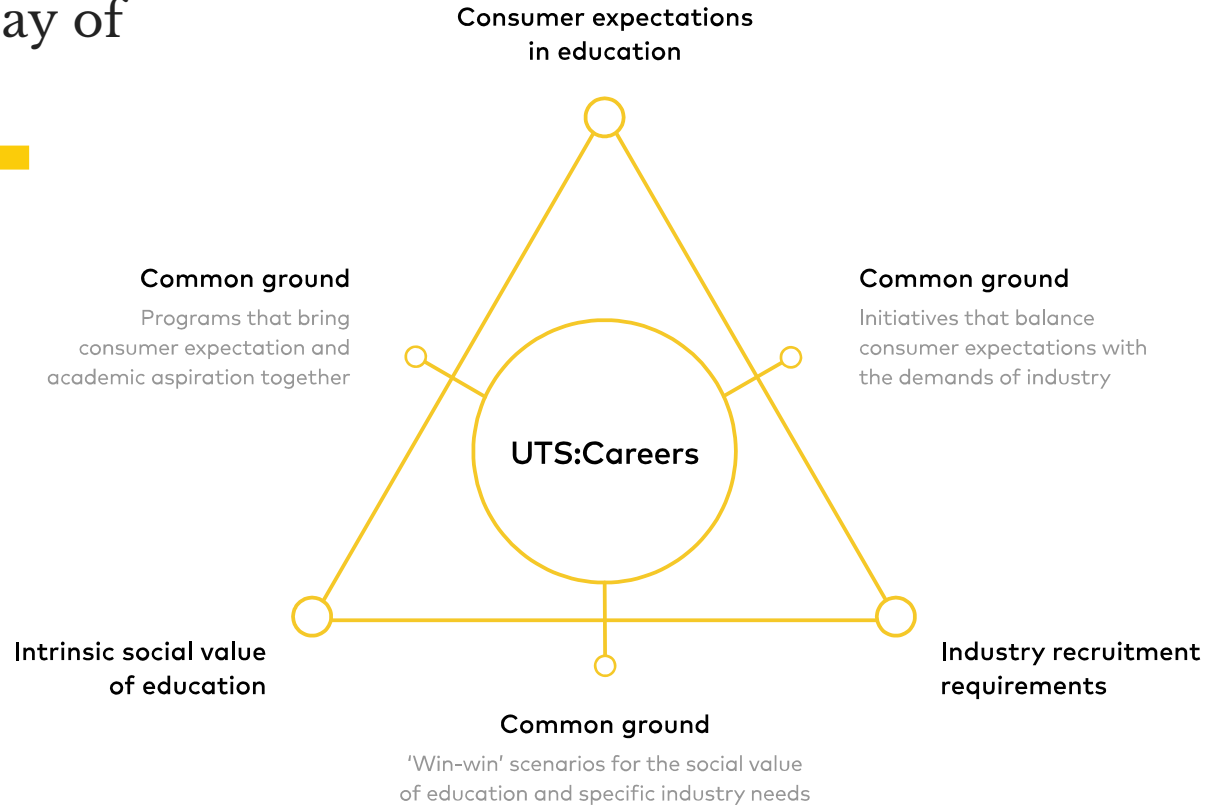
The play of forces



The play of forces



The play of forces



Through its facilitation of internships, UTS:Careers and the Faculties can help balance the different forces at play in the contemporary university.

UTS:Careers is the

of the internship
ecosystem.

UTS:Careers is the
gardener

of the internship
ecosystem.

UTS:Careers is the
catalyst

of the internship
ecosystem.

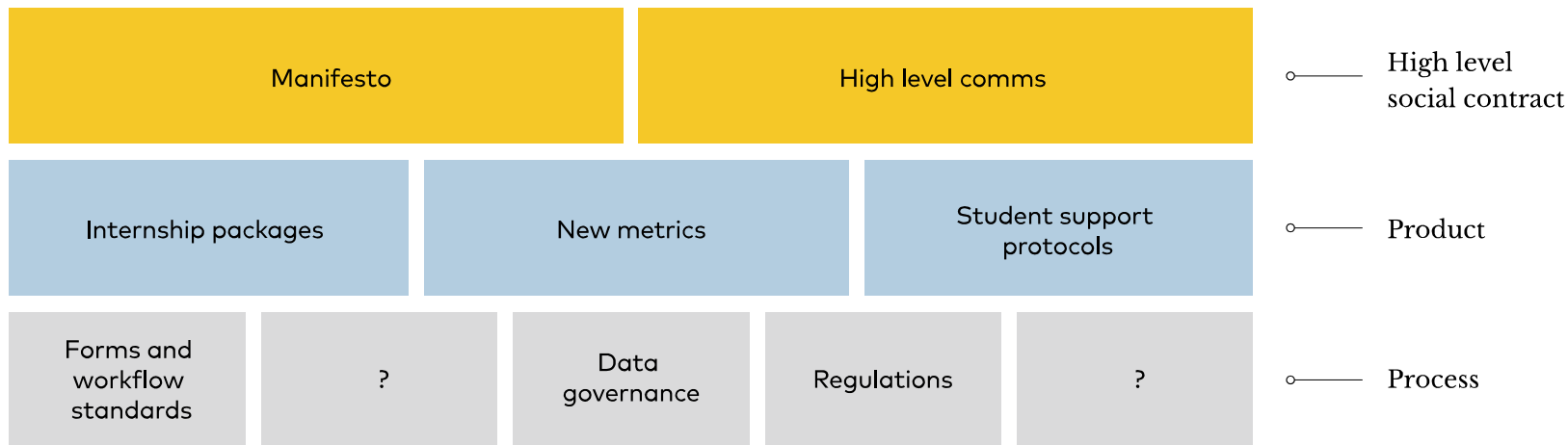
UTS:Careers is the
translator

of the internship
ecosystem.

UTS:Careers is the
junction

of the internship
ecosystem.

Components of a solution



As part of this project, we'll be prototyping solutions or making recommendations for at least one component in each layer.

Let's make stuff:

Manifesto

What is it?

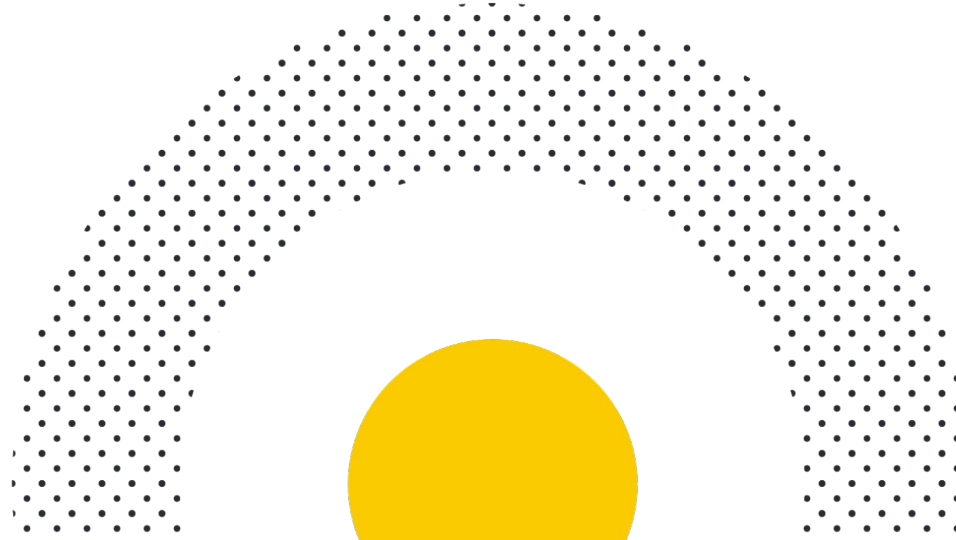
An aspirational document that acts as a new social contract for all players. It should:

- Inspire
- Establish value propositions for different players
- Outline minimum viable attributes for success
- Present opportunities
- Establish new social norms and model compliance

The UTS internship manifesto

DRAFT ONLY: open to comments and suggestions

Version 0.1a | 23 February 2017





Internships for UTS
students can be **as great as
we want to make them.**

Doing an internship is one of the best ways to meet the challenge of getting career-ready during an degree that happens mainly on a university campus.

To create great internships, all of us — students, employers and university staff — need to join forces to get results that we can all enjoy.

A group of people are seated around a table in a meeting room, looking at documents and writing. The scene is dimly lit, with a large text overlay in the foreground. The text is in a bold, sans-serif font, with 'We all have a stake in' in yellow and 'creating great internship experiences.' in white. The background shows several people, some wearing name tags, engaged in discussion. There are water bottles and papers on the table. A decorative pattern of white dots is visible in the bottom right corner.

We all have a stake in
creating great internship
experiences.



As students

We need to feel confident and skilled enough to start our internships.

Internships are our first real taste of what our profession will be like in action, so we need to get ready for them and be clear on what's expected of us.



As students

We're eager to build our confidence and skills through our internships.

Nobody's ever 100% ready for the workplace. Internships are the dose of reality we need can help us get ready for our longer term career.



As students

**We can make our mark through
our internships.**

We become interns because it's also a satisfying way of making a difference in our field — early in our careers!



As employers

We become more dynamic organisations by offering internships.

We welcome the energy, curiosity and effort that interns bring to our workplaces. We get more done and are more vibrant because of them.



As employers

We make a big contribution to the education and professional development of interns.

We're not educators, but being an intern is educational. The tasks and the feedback we give interns help their personal and professional growth.



As employers

Our effort in hosting interns needs to be balanced by our confidence that they match our needs.

We have a stake in knowing that the interns we host will contribute to our work in a meaningful way.



As university staff

Our role in fostering the knowledge and skills of students comes to life in internships.

We help students via the disciplines we teach, our support for their world-readiness, and the opportunities we broker. In a great internship, these come together in a feedback loop.



As university staff

Our students' safety and growth, no matter where they are, is what we value the most.

Whether we're teachers, admin staff or program providers, our duty of care also covers the interactions they have in workplaces.



As university staff

We love that internships keep our university closer to reality.

Internships supply the close contact with workplaces that (alongside industry research partnerships) ensures our institution is grounded in the world.

How do we make internships great?

Clear the runway.

There should be as few barriers as possible to jump over for anyone (a student, an employer, a faculty member or UTS:Careers staff) to get from zero to 'live internship'.

It doesn't matter if you're creating a course, applying for an internship, approving one or recruiting for one.

Students should feel as prepared as they can be.

We enable this by making the following thing work together:

Clear information from Faculties, UTS:Careers and peers about different internships, what's expected of them, and their rights.

Alignment between the course requirements and the internship type and location.

Courses and work-readiness programs working closely together to achieve a reasonable consensus of readiness.

Everyone finds the quickest path to constructive feedback.

Everyone's confidence is boosted when we get feedback in a timely manner, so mechanisms for this are vital.

Interns benefit from regular, brief feedback sessions from their managers, rather than constant surveillance or handholding. They also need to reflect on their experiences.

Great employers will benefit from student recommendations in a public reputation system.

Consistency. Not uniformity or fragmentation.

Students, employers and courses are all different. Making internships easy and awesome to arrange and administer doesn't mean making everything the same.

With internship types, procedures and requirements, we start from a common core, and vary where necessary in letter according to the spirit of our agreed principles. The spirit comes first.

Interns come with a manual.

Not because they're 'hard to use', but because people managing interns can always benefit from guidance, and should know what the do's and don'ts are.

Give choices. Just not too many.

Employers and students need choices around the size, type, etc of internships. For example, don't give people a binary choice between Tiny and Extreme sizes. Instead, we all need a sane number of choices.

An empowered front-line fixes most problems using their own initiative.

The front-line is everywhere in the internship ecosystem.

Students, people who answer the phones, or manage interns in a workplace — all these players should know how the basic principles of how internships work.

Everyone commits to meaningful experiences that help us grow.

Interns aren't cannon fodder. Internships are about learning from putting theory into practice. We should all ensure that internship placements fulfil this fundamental purpose.

Make it so.









Let's make stuff:

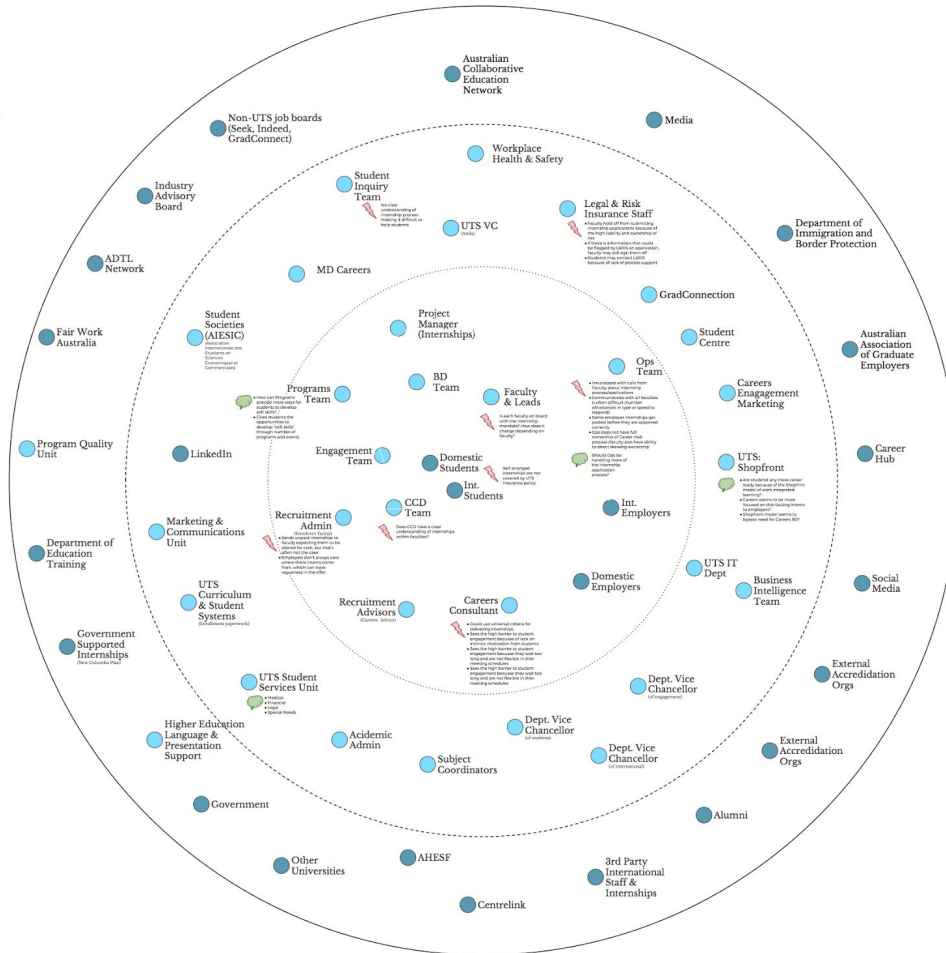
Ecosystem maps

We've been building a map of the internship ecosystem to help us understand the current relationships between various players, and the potentials that might be hidden in those relationships.

The ecology map is a graphical representation of the system of UTS stakeholders who are connected in some way to internships and Careers. Each relationship which provides internships and internship like experiences to the university is shown in the connecting lines. This provides a systemic view of the service and how dependencies create different levels of interaction in the organisation.

Map key:

-  internal UTS stakeholder
-  external stakeholder
-  questions
-  challenges
-  insights
-  dependencies

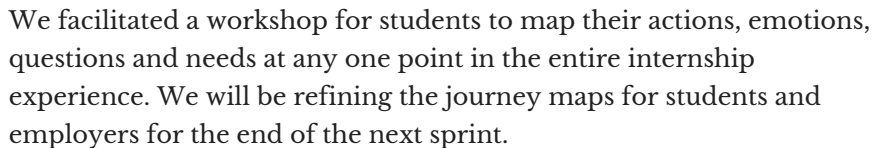


We'll use to explore more relationships over the coming weeks.

We'll also provide this ecosystem map as a template for UTS team-members to use as a tool in an ongoing capacity. You can use it to map out more relationships, explore scenarios and future alternatives.

Let's make stuff:

Journey maps





Let's make stuff: **Minimum viable workflows**

Thank you.

