



Professional Engineers
Ontario

GUIDEHANDBOOK



GUIDEHANDBOOK

1. Welcome and Introduction

Licensure Assistance—Our Vision:

Licensure assistance contributes to developing professionals who adhere to the highest standards of engineering practice, and are capable of assuming leadership roles within their companies and communities.

Members of the public rely on Professional Engineers Ontario (PEO), the licensing and regulating body for professional engineering in Ontario, to ensure that professional engineers in Ontario meet high standards of qualification, ethical practice and professional conduct.

PEO is dedicated to encouraging qualified individuals to be licensed as professionals. Formally enabling

Guides make a difference

Guides provide:

- guidance on the licensing requirements;
- insight into ethical practices;
- an understanding of an engineer's responsibility to the public;
- integration into the engineering community;
- leadership development

an engineering intern to receive guidance and support from an experienced professional engineer helps meet this mandate.

Licensure assistance is a

means to perpetuate the high standards of the profession and raise the profile of the association.

GUIDE HANDBOOK

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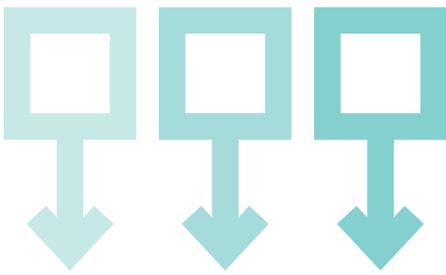
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Before You Start—How to Use This Handbook



This handbook is a “working notebook”. It has been designed as a resource, tool kit, and meeting notebook, all in one. It contains information, models and techniques to help both new and experienced guides.

This handbook and the corresponding intern handbook have been written with guides’ needs in mind. The tools, tips and techniques are highly practical, easy to reference and use and one page in length. Brief theoretical frameworks and models have been provided for context and, again, are written to be accessible and one page long.

You are not expected to read the handbook cover-to-cover (unless you want to!), but rather to use the tool you need, when you need it, to address the matter at hand. The handbook is also not a training manual where you are expected to follow the exercises in sequence.

The handbooks are resources to support your relationship, not drive the relationship.

A licensure assistance process overview chart, called **Stages of the Licensure Assistance Relationship and Supporting Tools** (page 10), has been provided in this **Welcome and Introduction to Licensure Assistance** section. This “at-a-glance” identifies what to expect at each stage of the relationship and provides a selection of tools you might wish to use to support the development process.

At the launch of the relationship, you will find it useful to have background information on PEO and how licensure assistance supports the development of people pursuing their licences. You will find this information in the **Welcome and Introduction to Licensure Assistance** section. To find tools necessary for the PEO examination process, you can check the list provided in the **Appendix** (page 72).

All the tools in this guide are identified by name and number. The **Tools** section (page 42) contains a series of career assessment tools for guides to use as a pre-cursor to setting your own learning goals for the program. This section contains such tools as **#4 Self-Exploration Lifeline Review**, **#5 Values Exploration**, **#9 Creating Learning Goals Using SMART**, **#2 Guide Licensure Process Skills Scan**, and **#19 Licensure Assistance Accord**, to name several. All tools are available for individual use, as downloads from the PEO website.

The career assessment and goal setting tools are replicated in the **Intern Handbook**. Over the course of the relationship, you may find some interns struggle with

drafting their goals. A career review is a helpful process for goal setting and establishing a robust learning plan. The tools are designed in several different formats, as learning styles vary. Select the tool you and your intern find the most useful for generating the information needed for effective planning.

The section on **Techniques** (page 17) provides a selection of coaching processes that are helpful for the many different conversations you will have. Processes include types of conversations, listening skills, how to handle sticky and awkward situations, how to provide feedback and problem solving, to name several. Take time to review the provided techniques so that when you need a technique or process, you know it is at your finger-tips.

The **Techniques** section provides **Other Useful Tips** (page 34) for supporting those who will use technology to support their relationship. Tips on how to use email and the telephone are provided. These tips are also in the **Intern Handbooks**.

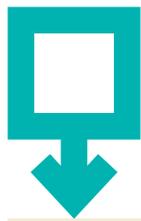
In addition, guides working with international engineering graduates new to Canada and those working with new graduates will find their interns have particular needs and pressures. The section on **Managing Diversity** (page 39) provides insights and tips on how to work with individuals of diverse backgrounds.

The **Licensure Assistance Meeting Planning and Journal** section (page 56) provides agendas for meetings, ideas of what to do in your relationship, and journal pages for capturing learning, ideas and notes to bring forward at subsequent meetings. These tools are to help you manage your relationship by providing a structure. Many pairs find having a structure a useful way of keeping track of progress. Use what you need, or create your own method of managing an agenda and learning journal.

The **Licensure Assistance Orientation Worksheets** section (page 66) contains several exercises guides and interns will work through at the orientation session. This section also includes two of the most important documents you will need throughout your relationship, the **#19 Licensure Assistance Accord** (page 70) and the **#11 Learning Plan** (page 71 is a duplicate). If you or your intern missed the orientation session, please take the time to complete your Licensure Assistance Accord and Learning Plan at the onset of your relationship.

The **Stages of the Licensure Assistance and Supporting Tools** chart (page 10) captures the major phases of the relationship and identifies several tools that may be of assistance at each stage. Use what you need, when you need it, for the matter at hand.

Stages of the Licensure Assistance Relationship and Supporting Tools



This chart illustrates the typical stages and flow of the licensure assistance component of the learning process, some of the things that can be expected at each stage and several activities that may be engaged in within the stage.

Stage 1: Feasibility	Stage 2: Blueprint	Stage 3: Build	Stage 4: Operations	Stage 5: The Close
Assessing your readiness—is this program for me?	Preparing to start	Initiating the relationship	Making it work	Closing or redefining the relationship
<p>Explore and reflect upon becoming a guide/intern—what learning do you wish to achieve?</p> <p>Guide/intern register in Licensure Assistance Program</p> <p>Once matched, interns and guides participate in the orientation sessions</p>	<p>Guide/intern use Career Development Tools in the Tools section as a means of getting to know each other and foundation for goal setting</p> <p>Guide/intern sets goals and Licensure Assistance Accord for the relationship</p> <p>Determine mode of relationship—email; telephone; in person; frequency of meeting; logistics</p>	<p>In the very early phase of the relationship, the intern often needs the guide to provide structure by setting the agenda for the first three meetings to launch the relationship</p> <p>The greatest time and energy investment is in this stage as guide and intern get to know each other and establish the foundation for trust.</p> <p>Building a trust foundation: review Licensure Assistance Accord, Code of Conduct and Check-List Preparing for First Meeting</p> <p>Establish meeting schedule</p> <p>Exchange information about self, goals, values, draft learning goals</p> <p>Full-engagement</p>	<p>Interns become increasingly self-reliant and take more lead in the relationship by setting the agenda and bringing experiences to the guides for exploration and learning</p> <p>Greater focus on exploration of complex issues</p> <p>Trust is established and issues are addressed directly, with critical feedback and in-depth exploration</p> <p>Where interns capture their learning in a learning journal, it helps develop insight</p> <p>Review learning plan and progress</p>	<p>Close or new beginning</p> <p>Guide and intern may agree to establish new goals and continue the relationship</p> <p>Program evaluation</p> <p>Acknowledge, thank and celebrate</p>
Activities for Guides and Interns as the relationship evolves				
<p>Review licensure assistance tools</p> <p>Complete your choice of guide/intern self-assessment tools to prepare the #11 Learning Plan and #19 Licensure Assistance Accord</p>	<p>First/second meeting: share #4 Self-Exploration Lifeline Review or Worksheet; #16 Getting to Know Each Other; or #5 Values Exploration content</p> <p>Discuss personal boundaries—draft #19 Licensure Assistance Accord</p> <p>Use #12 Meeting Agenda and #15 Journal to capture insights, learning and assignments</p>	<p>Third meeting: finalize #19 Licensure Assistance Accord</p> <p>Review #9 Creating Learning Goals Using SMART, #10 Finalizing a Learning Plan or #11 Learning Plan</p> <p>Third month review progress—how is the relationship working? Assess progress on your #11 Learning Plan and #19 Licensure Assistance Accord</p>	<p>Explore issues and experiences: use page 23 Issues Identification Worksheet, if needed</p> <p>Address problems as they arise</p> <p>Fifth-month review: how has the relationship evolved? What works, what doesn't? Is progress being made on learning goals? Is there a need to establish new #19 Licensure Assistance Accord or #11 Learning Plan?</p>	<p>Is it time to wrap-up the relationship or continue?</p> <p>Provide feedback to coordinators, evaluate learning and the licensure assistance program.</p> <p>Express appreciation to your guide/intern for their contribution to your personal/professional development</p>
Unique activities for Interns				
<p>Identify your learning goals</p>	<p>Establish and discuss the Licensure Assistance Accord</p> <p>Discuss the Code of Conduct and Program Operating Principles</p> <p>Set meeting schedule</p>	<p>Bring your experiences to the guide for discussion and learning. Think of experiences as any area that you wonder about—what is your question?</p>	<p>Continue to bring experiences and issues forward for exploration</p> <p>Explore PEO ethical issues to gain insight</p>	<p>Identify a way to bring closure to the relationship and thank the guide for their contribution to your development</p>

The Guide's Commitment



The Guide's Commitment

With an overall focus on supporting the major factors that lead to licensure:

- Meet monthly for two hours over six months
- Meet in person or use technology
- Be available to discuss issues with the intern by telephone or email as and when needed
- Practise and learn together
- Review history and experiences to learn from successes and set-backs
- Maintain confidentiality
- Provide the context for understanding experiences and issues to improve the overall calibre of decision making
- Provide regular feedback to PEO on the overall progress of the program

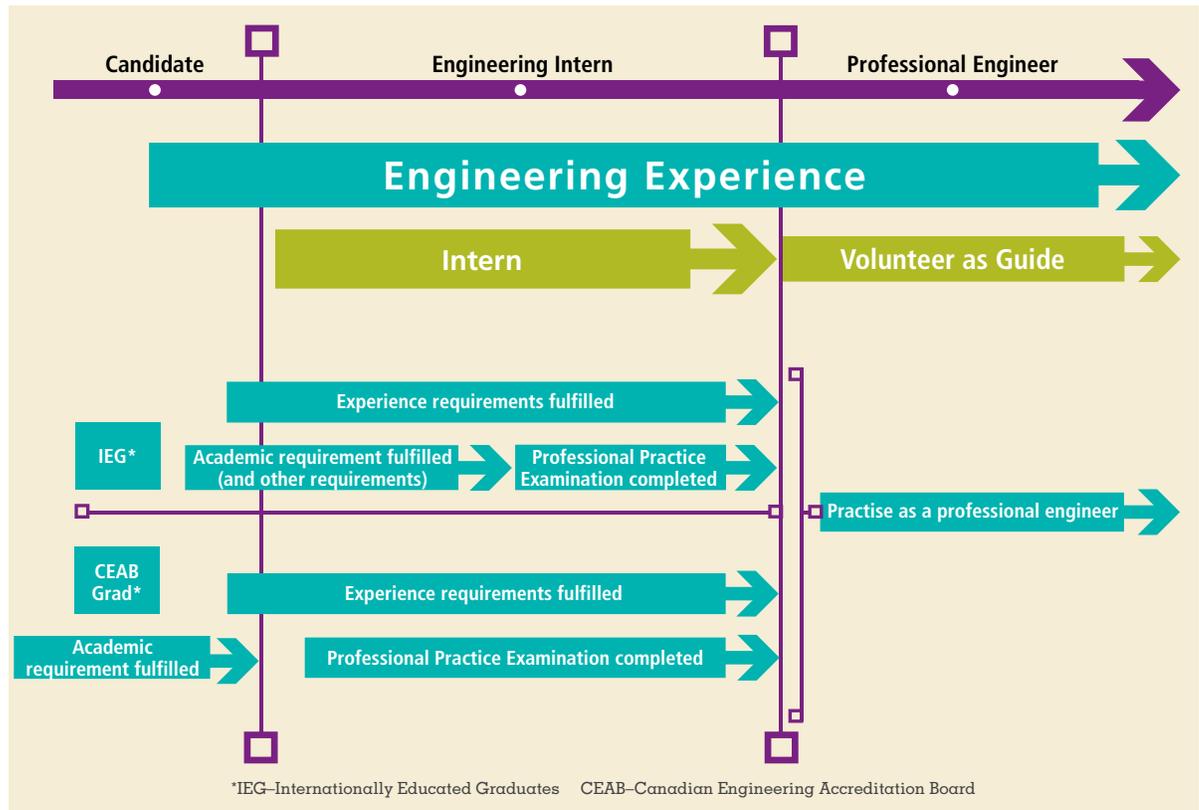


PEO and the Licensure Process

The relationship evolves through a natural flow of building trust, disclosure and feedback.

This diagram illustrates how the licensure assistance relationship evolves and supports the process of becoming a professional engineer. Over time, the relationship will change in focus; the issues addressed and content of the conversations will become more complex and richer for learning. Ultimately, well-supported interns have the potential to develop a higher level of capability and might become guides to the next generations who follow.

Licensure Process



About PEO

Professional Engineers Ontario (PEO) is the body that regulates and sets standards for the engineering profession in Ontario to serve and protect the public. It is responsible for licensing engineers, granting temporary, provisional and limited licences to practise professional engineering, and authorizing companies to provide engineering services, as well as investigating complaints against licensed practitioners and companies and disciplining them if found guilty of incompetence or professional misconduct.

The association also undertakes enforcement actions against individuals who practise professional engineering without a licence, or who misrepresent themselves as professional engineers.

The responsibilities of the association are described in the *Professional Engineers Act* and Regulations, which have been established by the Ontario government. PEO's office is located in Toronto, Ontario.

The association licenses over 75,000 professional engineers in Ontario organized across 36 regional chapters, and authorizes entities to offer and provide engineering services. PEO licenses more than 2,000 professional engineers each year.

PEO's Legislated Mandate

PEO governs licence and certificate holders and regulates professional engineering practice so that "the public interest may be served and protected". PEO is also mandated to carry out the following additional objects under the act:

1. Establish, maintain and develop standards of knowledge and skill;
2. Establish, maintain and develop standards of qualification and standards of practice for the practice of professional engineering;
3. Establish, maintain and develop standards of professional ethics; and
4. Promote public awareness of the role of PEO.

The act gives PEO the power to make regulations for the governing of PEO (such as fixing the number of professional engineers elected to Council), admission to PEO (such as academic training), and standards of professional engineering practice (such as setting a code of ethics). The act permits PEO to make bylaws relating to its administrative and domestic affairs, such as defining the duties of the Registrar.

PEO is governed by a Council, the composition and operation of which are dictated by the act and regulations. Most councillors are elected by PEO's members. Some councillors are appointed by the Lieutenant Governor-in-Council of Ontario. These appointed councillors may or may not be professional engineers. The PEO Registrar is responsible for staff implementation of PEO Council decisions and policies.



Why Licensure Assistance is Important to PEO

This program provides interns the opportunity to interact one-on-one with a professional engineer and acquire insight into professional practices and ethical decision making. Interns have the opportunity to gain perspective on the reasons engineering is a licensed profession and its role in society.



Attributes of an Effective Guide

- A desire to help another individual succeed in the profession
- Ability to listen actively
- Good rapport-building skills—ability to empathize with another
- Ability to inspire and encourage
- Can commit to meeting with an intern on a regular basis
- Ability to set and meet measurable goals
- Can provide corrective feedback without discouraging the enthusiasm of the intern
- A desire to promote the profession



Attributes of a Successful Intern

- Enthusiasm
- Ability to listen actively
- Initiative
- Follows through
- Seeks ways to speed up learning
- Willingness to accept corrective feedback
- Brings experiences and questions forward for exploration and discussion with the guide
- A desire to learn from experiences

Interns further benefit by having access to a wealth of knowledge and proven acumen in identifying and making wise professional career choices. The inspiration and motivation that a guide can provide is invaluable to anyone at the beginning of a career or starting anew in Canada.

Guidance from an experienced, licensed individual in risk management can put the intern years ahead of a counterpart who does not have the same access to this knowledge and expertise. This helps prepare the intern on how to prevent or successfully navigate potentially damaging situations.

Licensed professionals—guides—learn as well. Guides gain an awareness of the challenges new graduates face and the difficulties internationally educated graduates must overcome on their way to licensure. Guides find it is an opportunity to acquire knowledge of new technologies and terminology and are energized to set and achieve their own professional career goals.

A sense of satisfaction is awaiting those who are willing to contribute their time and expertise to help another achieve their goals.

Participation in licensure assistance displays a commitment to maintaining and promoting the highest standards of the profession.

PEO expects people are participating of their own free will and will act in good faith. PEO does not monitor individual relationships.

How Licensure Assistance Supports the Intern

Licensure assistance plays a key role in helping an intern achieve success beyond what the intern might have achieved otherwise. Within the world of work and developing the skills for licensure, guides play a unique and valuable role. Guides:

- allow and provide the time needed to discuss and explore the context for the “how and why” of an experience (for example: why things are done a certain way; how an activity will have an impact on others);
- provide an understanding of the context of an experience;
- provide a context for how decisions are made;
- focus on the development of the whole person;
- provide guidance in risk management;
- provide insight into an intern’s core strengths, values and overall potential;
- provide a sounding board for understanding interpersonal relationships, improving an intern’s ability to problem-solve potential conflict situations; and
- explore ethics issues, risks and mitigation processes, enhancing an intern’s ability to make effective decisions.

The Licensure Assistance Program is not intended to:

- help interns get a job;
- promote an intern for jobs/assignments;
- supervise work assignments;
- find the intern a P.Eng to act as a referee.



Summary of the PEO Guide Role Requirements

The objectives of the program are to link engineering interns (interns) with professional engineers (guides) to enable interns to:

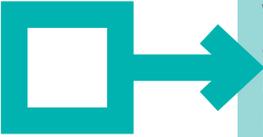
- receive guidance on meeting the association’s licensing requirements;
- gain general insight into ethical practice and decision making;
- develop a sound understanding of their responsibility to the public as well as to the engineering profession; and
- provide guidance on assimilating into the engineering community and business climate within Ontario.

Interns will have the opportunity to plan and develop career strategies and receive assistance on how to achieve life-skills balance. However, the licensure assistance program is not a job-finding vehicle, and guides are not to be approached about finding work or to act as experience references.

The Importance of Confidentiality

In keeping with the PEO code of ethics, managing confidentiality builds trust. To that end, participants may not share sensitive or proprietary information regarding their work and/or company, without written permission from their supervisor and senior company official.

Maintaining confidentiality is of utmost importance. It cannot be emphasized enough the importance of you and your intern maintaining, at all times, confidences shared—even beyond participation in the program. Any breach of confidence will hurt individuals and ruin the program for everyone.



Guides are not to provide technical guidance to the intern on work-related activities. In instances where a guide is asked to monitor an intern's work with the intent of being a referee, agreements must be made with the intern's employer. Guides willing to act as an intern's Monitor must meet all the requirements as outlined in PEO's *Guide to the Required Experience for Licensing*.



Being a Guide

Guides are people who have a combination of knowledge and engineering experience to bring wisdom and guidance to the learning process. They have established themselves in their current roles and likely have a reputation for developing others. They have well developed interpersonal skills and are continuous learners. And, most of all, they are comfortable enough with themselves and their role to set their needs aside and focus on the needs of the interns.

Guides regularly report they believe they learn as much as the intern. Interns say guide behaviours they most admire are:

- making an effort to understand the background of an intern;
- being consistent and dependable;
- helping interns think things through;
- finding ways to add to interns' thoughts, not give them their thoughts;
- not assuming their way is the only way;
- asking for a frank discussion and providing feedback;
- providing interns with ideas, options and alternative ways for better decision making;
- being able to laugh at themselves.

2. Techniques

Notes for Effective Guides on Things to Do to Build a Licensure Assistance Relationship

Getting the relationship off to a good start in the first two to three meetings is critical for success. The following are ideas for exploration:

- Provide feedback on a presentation made
- Provide feedback on managing relationships
- Provide feedback on plans, strategies, proposals
- Provide feedback on personal leadership style
- Co-chair a meeting
- Attend a meeting to see how the intern handles situations, relationships, issues—have a discussion about observations
- Attend a luncheon or conference together, discuss ideas and determine their applicability to an issue or project you are working on
- Do a case study together to build analytical and critical thinking skills
- Encourage your intern to cultivate new alliances and build/expand new networks—provide introductions to others
- Work through real problems or issues faced in the workplace
- Demonstrate your strategies for gaining support for a new initiative
- Demonstrate the dynamics of interpersonal relationships
- Demonstrate your presentation skills
- Interview your intern or prepare them for an interview
- Work on career and life goals together

Beginning and Ending Meetings Technique: Check-in and Check-out

Check-in and check-out:

The purpose of a check-in is to acknowledge and “park” the issues you are managing at that moment. This process also sets the stage for how you will attend and listen to each other during the meeting.

At the close, a check-out enables reflecting on the learning from the meeting and confirms next steps. This provides accountability for action steps, for both parties.



How to do a check-in:

Take five minutes at the beginning of the meeting to gain focus for yourself and your intern for the session.

This important technique acknowledges the current “busy-ness” of everyday life, provides a gauge for what is top of mind, and serves as a bridge to focus on the topics of the relationship.

Ask: “What is on your mind today?”

Check-out:

Five minutes at the end of the meeting to provide closure and establish the next steps.

Ask: “What are you taking away from today’s meeting that you will use or apply in the next week?”

Tips:

- Stay neutral at the onset by only listening. Resist the urge to make additional comments or allow the conversation to de-rail and take time away from the purpose of the meeting.
- Where the topic is relevant to the intern’s transition into the Canadian workplace, check to see if the topic is what the intern would like to work with in the session.

Building Trust

Effective relationships are built on a foundation of trust. Establishing and maintaining this trust is a large factor in the effectiveness, satisfaction and success of the relationship.

Trust is built on an ongoing demonstration of integrity, competence, consistency, loyalty and openness. An intern needs to believe that a guide's input and insight is well considered, based on experience and provided in an effort to help the intern succeed.

The responsibility for building trust is shared

- Interns must openly share the issues that concern them and be aware of their own vulnerability.
- Guides must openly share the learning lessons you have had from your own history—including your own struggles, failures and vulnerability.
- Together, interns and guides work to support your commitment to respecting each other.

Elements of trust

- Trust is earned over time.
- Trust grows with genuine interest in the other person.
- Trust involves taking risks—it builds by taking one small risk at a time.
- Trust takes a long time to build, and can easily be destroyed.

What can we do to build trust in our relationship?



"No one who achieves success does so without the help of others. The wise and confident acknowledge this help with gratitude."

Alfred North
Whitehead

Managing Expectations

Guides and interns usually enter the relationship with expectations of each other that need clarification and discussion. Clarifying expectations will enhance the development of trust and reduce the risk of frustration and disappointment.

- Internationally educated professionals live within a complex set of relationships and are faced with balancing the “old” with the “new” in relation to their family, community, culture, norms, values and the world of work. Please take the time to discuss how you will manage the complex relationships you have with each other and how you will address perceptions and differences as your relationship evolves.
- Younger generations approach the world of work with different expectations, and personal and work values than the generations that have gone before them. Take time to find the similarities and differences in how problems are solved and decisions made.
- Spending time with your intern working on issues, problems and projects or committees together helps build trust.
- Both you and your intern need to be prepared to share goals and dreams. You can support each other’s efforts to achieve goals.
- Interns own their own development. It is up to them to identify the goals of your relationship and to request the information and help that you will provide.
- You need to be open with the feedback that is requested of you. There will be times when the feedback will not go in the direction the intern would prefer, yet it may help the intern considerably.
- When you provide constructive feedback, encourage questions to achieve greater clarity.
- Nothing is automatic. There must be time invested in the relationship for the relationship to be fruitful. Set a schedule to meet, and keep to your schedule. Discuss and plan for the schedule you need. There will be times an agenda is useful and other times a more relaxed approach works well. Take time to discuss your mutual needs.

Dynamic Listening Technique

The five steps of dynamic listening for effective feedback and problem resolution are:

Step 1: Being present

Being present means I am here, attentive and engaged in the conversation. I maintain my focus on the other individual in every way: how they are emotionally, their tone of voice and spoken words. I demonstrate that I care about the conversation.

Step 2: Recognizing and working with interdependence

My effort here is to make sure the conversation is good for both of us. I will make an effort to be supportive of the other person.

Step 3: Suspending judgment

As the other person speaks, I must suspend the natural judgment (they are right/wrong/interesting/boring, or formulating my response before they are finished), and open my mind to continually listen and gather more information.

Step 4: Ask questions

Here I will practise using “what, when, where, who, how” questions with the intention of finding out more information. I want to find the hidden issues and what might be going on behind the behaviour, attitudes and experiences that often hide the most important issues.

Step 5: Reflecting for insight

Here I will take the time to reflect on the conversation, the ideas generated, and feedback received. What did I learn as a result of the experience?



1 2 3

Three Common Conversations Technique

As the trust in a relationship develops, the types of conversations guides and interns have will also change. These conversations will be more open, accepting and “deep”. These three conversations can be seen as flowing through three levels:

Level 1: Relationship building conversations

Level 2: Technical conversations

Level 3: Strategic conversations

The following are examples and processes to move the conversation from friendly relationship building, to one where real learning can take place—the strategic conversation.

“I have learned that always there are a lot of things inside myself.”

Intern

Guides working with internationally educated professionals often find they move quite rapidly to strategic conversations—more so than in other types of relationships. The reason is rooted in the interns’ desire to learn as much as they can, as quickly as they can, to be able to be successful in their new chosen country.

Guides may find interns bring forward deeper issues they are facing in how to adjust to differences in social and work cultures, as well as how to help their own families adjust to their new lives in Canada.

Guides working with new graduates may find they need to spend more time on Level 1: relationship building and Level 2: technical conversations, as their interns’ desire, familiarity and discipline for learning to be able to “pass exams” is current and comfortable. With this group, some guides may find they rarely have strategic conversations.

Level 1: relationship building conversations

This level is where we begin all new relationships. It is important to the relationship to start with this type of social conversation—don’t rush this stage as it builds trust, comfort and sets the foundation for the deep conversations that will come later. This step is critical for guides to build the trust they need to feel comfortable in providing feedback that will help the intern learn and grow.

How to do it

- Be interested in the other person—who they are, what is important to them, what they like to do—at work, in the community and in their leisure time.
- Look for things/interests/areas you have in common.
- Be open to sharing and talking about your own background.
- Be open and non-judgmental about their strengths and weaknesses.
- Be thoughtful in how feedback is provided so as not to harm the relationship.
- Discuss what you are hoping to gain or learn as a result of being a part of the licensure assistance program.

Level 2: technical conversations

This level is characterized by all the “how-to” information: for example, how to get something done; how to access resources you need for integrating into the Canadian workplace; how to explore how a design change can be implemented in a manufacturing process; how to become involved in associations and as a volunteer; how to conduct yourself in a meeting.

How to do it

- Ask questions to determine what the intern has done in the area of the question. Here the guide is looking at where the intern is in the process.
- Gather detailed and descriptive information related to the issue.
- Provide descriptive feedback and knowledge to build skills in “how to...”.

Level 3: strategic conversations

This conversation is characterized by a guide bringing a broader perspective to the issue raised—like situating their job within the context of being an internationally educated professional new to Canadian workplace culture and integration challenges.

To engage in this level of conversation, interns need to feel a deep level of trust to share their goals, dreams and vulnerabilities. This requires self-knowledge to be able to explore and discover in a “help me understand why...” way of learning. However open interns are to the feedback provided here, guides need to be aware this is where feedback can be difficult to accept, as it may challenge deeply held personal values, principles and assumptions. This conversation is one of the most valued by interns. Strategic conversations focus on exploring new approaches that may not have been considered in the past and opens new opportunities.

Feedback Technique

Providing feedback resulting in change is a sign of an effective coaching relationship. Sometimes feedback needs to be positive; sometimes it needs to be constructive.

- Plan your comments.
 - Let an intern know what the intern has done well.
 - State clearly the problem area.
- Pick your time and place with thought—usually a private place to assure as much dignity and respect as possible.
- Give the intern a “heads-up” that you want to have a talk so the intern is prepared to listen.
- Listen. Your intern may have something relevant to say.
 - Be sure to use “yes, and ...” as this acknowledges their experience; “yes, but...” negates their experience.
- Conclude with your intern agreeing on a change.

Feedback done poorly is damaging; done well, it is powerful.

What to do with Feedback

You may need to coach your intern in how to learn from feedback.

You may say to your intern:

“What do you typically do when someone gives you feedback?”

Talk about how feedback belongs to behaviour and is delivered to be helpful. You may say:

“It is not about who you are; it is about the behaviour that needs to change”.

or say:

“Feedback is for learning and is to help you be successful.”



1 2 3 4 5

Five Key Questions: A Technique for all Guides

Using a simple model of good questions will help move conversations forward to taking meaningful action. These questions may be used to solve day-to-day problems, as well as uncovering deeper issues that are blocking progress.

1. What do you really want to do?

This question surfaces goals, aspirations and wishes.

2. What are you doing really well that is helping you to get to where you want to be and do?

- This question surfaces strengths, skills and abilities as most people will apply the real skills that they have to achieve their goals.
- It may be possible to identify the values supporting an intern's goals. These can be highlighted for the guide to support the process of continuing to take steps to achieve the goals.

3. What are you not doing, or not doing well, that is preventing you from making progress? Or what are you thinking that is preventing you from making progress?

- This question will bring to light some of the real challenges preventing progress toward the goals. These may be internal belief systems, lack of skills, challenges related to the environment or other external factors, or other weaknesses.
- Other challenges may be identified such as: not having a plan with clear steps, unclear goals, or lack of resources.

4. What will you do differently tomorrow to meet those challenges?

- The focus here is on "what will you do differently?" Sometimes it may take more time exploring ideas and options before a commitment to "what I will do differently tomorrow..." takes hold. It is important for the guide to continue to surface the roadblocks, break down the goals into manageable steps an intern can commit to taking to move forward.
- This process helps an intern focus on spending time on the important activities that will help with forward movement on the goals.

5. How can I help you?

- Guides can match their strengths to the areas of greatest need of their intern, and/or
- Identify other resources needed to help an intern make progress.

How to Work Through Issues with your Intern

Your role is to facilitate a process of exploring concerns and issues brought to the relationship by your intern in an effort to achieve understanding or improve the intern's decision-making process.

You demonstrate how to stay neutral in the decision process by asking good questions and not getting "hooked" into solving the problem.

Hooks sound like any of the following:

"If you were in this same situation, what would you do?"

"What would you do, if you were me?"

"What should I do...?"

"Now what am I going to do...?"

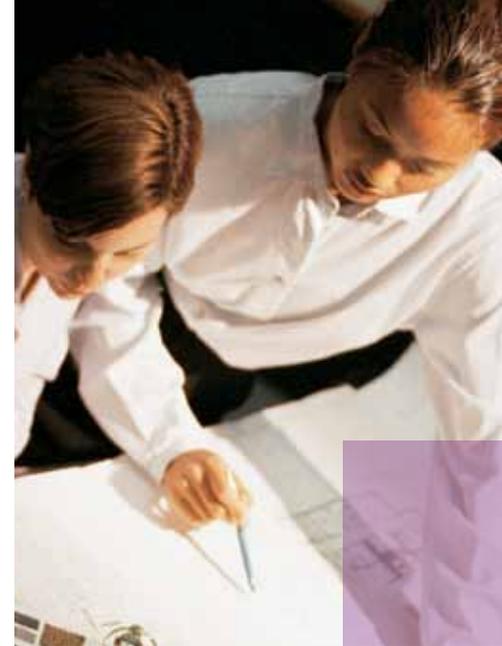
In these scenarios, if you find a response like "you should..." spontaneously forms in your mind, you are in danger of owning and solving the problem. Replace the "you should..." with good questions and begin the process of working through the issue. The following pages provide two examples that demonstrate a four-step process for problem solving. This process separates the emotional and rational sources of information and constructively moves the issue forward.

Step 1: Describe the facts of what occurred.

Step 2: Describe the various emotions (feelings, behaviours, attitudes, moods) experienced at the event or as a result of the event by all parties.

Step 3: Identify the areas where you might add the most value in questioning and explaining the context of what was experienced.

Step 4: Work together with your intern to formulate several questions to find out why (there will be a back and forth exploration between steps 3 and 4), or to identify what can be done as a next step in resolving the issue under discussion.





Bringing Issues to the Guide for Exploration and Learning

This is a format for interns to bring forward experiences and issues for discussion and exploration. Guides use the tool to provide structure to the process.

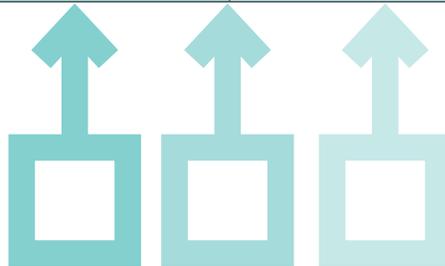
Issues Identification Worksheet

<p>Presenting issue/description of the event:</p> <p>Step 1: Describe the facts of what occurred.</p>	<p>Identify (with the guide) key points of context, such as: What is going on in the environment that makes this issue important?</p> <p>Step 3: Identify the areas where you (the guide) might add the most value in questioning and explaining the context of what was experienced.</p>
<p>Associated behaviours experienced with self and others:</p> <p>Step 2: Describe the various emotions experienced at the event or as a result of the event. This may include emotions, attitudes, moods and behaviours that the other party may have displayed or experienced.</p>	<p>Key questions to explore with my guide:</p> <p>Step 4: Formulate several questions to find out why (conversation moves between steps 3 and 4), or to identify what can be done as a next step in resolving the issue under discussion.</p>

Example #1 of Issue Exploration: Debrief

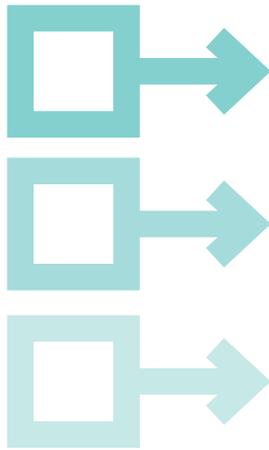
The following chart is an example of a problem debriefing process. This will help build understanding of the hidden behaviour aspects that might be influencing an intern's success. The outcome is the development of greater insight into how to "read" a situation to improve performance.

<p>Presenting issue/description of the event:</p> <p>The intern:</p> <ul style="list-style-type: none"> • I attended a meeting with my manager and offered a new idea to solve a problem that I thought was a better idea than his. • My manager cut me off in the meeting and was visibly angry. 	<p>Identify (with the guide) key points of context, such as: What is going on in the environment that makes this issue important?</p> <p>The guide and intern discuss:</p> <ul style="list-style-type: none"> • the experience of frustration for both the manager and the intern; • The guide may explore the details of the process: <ul style="list-style-type: none"> • Was the manager prepared in advance for the new idea? • What was the nature of the meeting—to explore the problem and establish a problem solving strategy; explore complexities of the problem; make a decision? • What was the timing and sequencing of events?
<p>Associated behaviours experienced with self and others:</p> <p>The intern stated:</p> <ul style="list-style-type: none"> • I think the idea was sound and would have solved the problem. • I don't understand why my manager got upset. After all, we were there to problem solve this issue in the first place. • The other people in the meeting wanted to hear more about my idea, but my manager stopped the process. • I find this frustrating, why wouldn't my manager want to listen? 	<p>Key questions to explore with my guide:</p> <p>The intern asks:</p> <ul style="list-style-type: none"> • How can I position a solution to a problem? • How can I improve the relationship with my manager? • How can I get useful feedback from my manager on how I am doing?



Example #2 of Issue Exploration: Debrief

The following chart is an example of a problem debriefing process with an issue that may be familiar to internationally educated professionals unfamiliar with Canadian workplace culture. This will help build understanding of the hidden behaviour aspects that might influence your intern's success. The outcome is development of greater insight into how to "read" a situation to improve performance.



<p>Presenting issue/description of the event:</p> <p>The intern described:</p> <ul style="list-style-type: none"> I attended a client meeting with my manager and at the end of the meeting my manager was quite demanding of me—I thought the meeting had gone well. I told the manager before we went to the meeting where I thought the problem was. I waited for him to describe it to the client, but he didn't. Help me understand what happened.... 	<p>Identify (with the guide) key points of context, such as: What is going on in the environment that makes this issue important?</p> <p>The guide and intern discuss:</p> <ul style="list-style-type: none"> the experience of frustration for both the manager and the intern; The guide may explore the details of the process: <ul style="list-style-type: none"> What role would you have played in meeting clients in your home country? How do you understand how we behave in client meetings in your organization here in Canada? What was the nature of the meeting—to explore the problem and establish a problem-solving strategy, explore complexities of the problem; make a decision? How do you understand what you need to be doing to be successful with your boss here?
<p>Associated behaviours experienced with self and others:</p> <p>The intern stated:</p> <ul style="list-style-type: none"> I don't understand why my manager got upset. I told him before the meeting what was going on and he kept looking at me in the meeting as if I was going to solve the problem, but that isn't my job. I find this frustrating. I expected him to tell the client what the problem was; I don't understand why he didn't do that. The client kept looking at me, but it isn't my job to tell the client about the problem. My boss should be doing that. 	<p>Key questions to explore with my guide:</p> <p>The intern asks:</p> <ul style="list-style-type: none"> How can I position a solution to a problem? How can I improve the relationship with my manager and my customer from here? How can I get useful feedback from my manager on how I am doing?

Issues Identification Worksheet

Step 1: Describe the facts of what occurred.

Step 2: Describe the various emotions (feelings, behaviours, attitudes, moods) experienced at the event or as a result of the event by all parties.

Step 3: Identify the areas where the guide might add the most value in questioning and explaining the context of what was experienced.

Step 4: Guide and intern work together to formulate several questions to find out why (see step 3), or to identify what can be done as a next step in resolving the issue under discussion.

1. Present issue/description of the event:	3. Identify (with the guide) key points of context, such as: What is going on in the environment that makes this issue important?
2. Associated behaviours experienced with self and others:	4. Key questions to explore with my guide:





Process for Managing Sticky and Awkward Situations

As licensure assistance is whole-person development, there will be times when touchy, awkward, personal situations that have an impact on the intern's world of work will come to the surface. These sticky situations need to be managed to maintain your boundaries while supporting the relationship. Guides more comfortable tackling technical issues may find the following to be a useful process. The first step is to determine if the issue falls **WITHIN** or **OUTSIDE** the boundaries of licensure assistance. If it is **OUTSIDE** your boundaries, you need to ask a question that will help direct your intern to other resources. If it is **WITHIN** your boundaries, you need a problem-solving model, such as the five-step, complex decision-making process described on the next page (or you may use other problem-solving processes).

Sample sticky situations:

- family problems, death of a family member, troubled children;
- marriage difficulties;
- emotional outbursts in the workplace;
- pressures from immigrating to Canada;
- pressures from starting a new job and fitting into the work unit;
- loss of a job;
- moving to a new community;
- an accident;
- financial difficulties.

Principles

- All comments and questions raised by an intern are “neutral” until you ascribe meaning to them. Begin with a moment of personal reflection: “Am I making more of this than needed?” Guides need to ask questions to clarify: Is the comment to stimulate me to help my intern grasp the significance of what they are experiencing, or does it need resources beyond the boundaries of mentoring?
- Choosing to avoid asking questions to achieve clarity shows disrespect for your intern. By choosing avoidance, you are making a judgment about an intern's ability to respond, and not providing an opportunity for clarity.
- Addressing the issue is a demonstration of the value you have for the relationship. If you choose to do nothing, you would essentially be saying: “I don't really care about the future of our relationship”.
- Positive self-esteem requires gathering information, making decisions and taking responsibility—even when the options aren't what we want.

Addressing the outcomes and consequences of decisions help us make better decisions in the future. A guide's role is to ask questions that help an intern gather and sort information. The intern is always the one who makes the decision and takes responsibility for the outcomes.

Establish your approach

To establish the parameters of the problem-solving process, ask an "either/or" question. You will notice the first "either" question is an "ask to listen". A "listen" answer means the guide only listens. The "or" question helps to identify the scope within or outside the boundaries of licensure assistance. If the issue is within scope, work through the complex decision-making steps below; outside of scope, help identify other support resources. Either/or questions are asked together.

"Are you telling me this because you need me to listen? Or would you like me to help identify additional support for you?"

"Are you telling me this because you want me to know what you are dealing with on a daily basis? Or are you asking me to help identify the right questions you need to ask yourself before deciding?"

Maintaining the program boundaries—an issue is OUTSIDE the program scope

When an issue falls outside of program boundaries, it is important to declare the boundary and help the intern identify the support resources they need from others.

"I appreciate your sharing the issue you are grappling with; we did agree at the beginning of our program relationship that we would work on issues related to your becoming a professional engineer. The issue you are grappling with right now is outside of licensure assistance. The best I can do is to help you identify the right support. Are you aware of any resources in your community that can help?"

Where an issue is WITHIN the program scope, move to a complex decision-making process (samples follow)

Step 1: Know what your intern wants to achieve. What are the personal goals?

- "To establish the overall framework for this issue, tell me about your long term goals?"
- "What are your shorter term goals?"

Step 2: Explore the intern's personal reality. What is going on in the environment that has an influence?

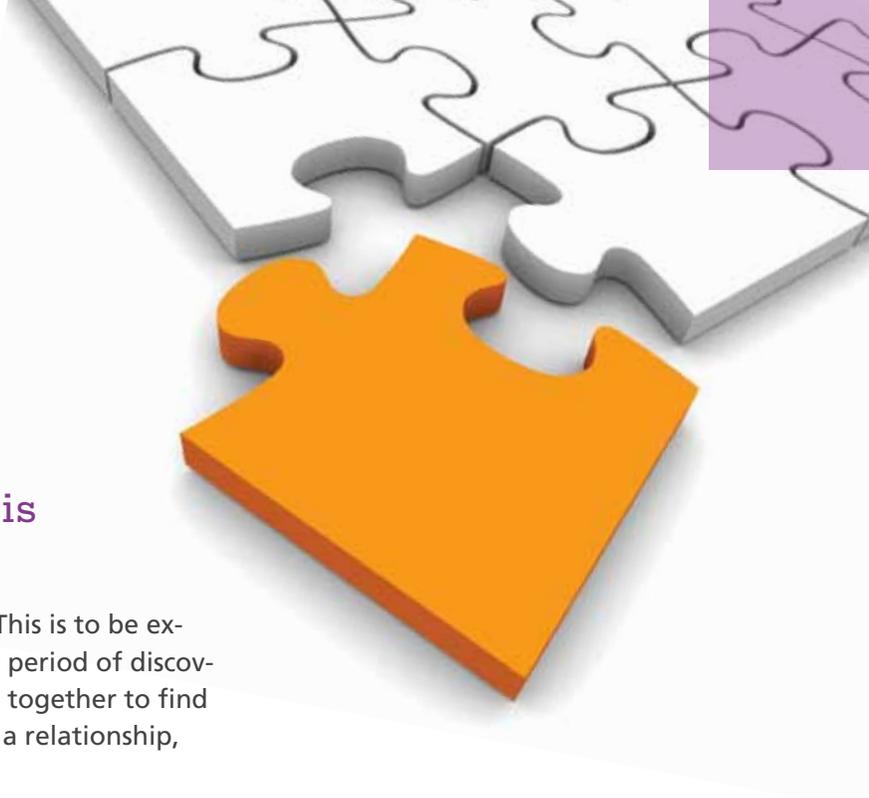
- "Within the context of your goals, where are the key environmental pressure points that will influence the decision process (family, community, government policy, economy, work...)?"
- "Who are the people impacted by the decision? What is important to them? How do they influence the decision?"
- "How would the decision have an impact on your boss or company relationships?"
- "How would the decision have an impact on you as a member of a community?"
- "What are the known or anticipated implications to your future career?"

Step 3: Generate options.

Step 4: Evaluate consequences and implications of each option.

Step 5: Choose the best available option.

Issue	Guide clarifies role to maintain the relationship and boundaries	Approach	Intern response a) Within program scope b) Outside program scope	Guide next steps
<p>Intern states his wife is very frustrated that he has not secured an engineering job yet and is threatening to separate</p>	<p>Guide boundary: I am not a marriage counselor; my role is not to get a job for my intern.</p> <p>Guide needs to ask questions to determine the role expectations.</p>	<p>Questions to ask: "Are you telling me this so that I understand the pressures you have while you are preparing for your engineering licence?"</p> <p>"Or are you telling me this because you need referrals to get some additional support?"</p>	<p>Intern may respond as follows:</p> <p>a) "Yes, I just need you to know that I am under a lot of pressure."</p> <p>b) "I need additional support and don't know where to get it..."</p>	<p>Step 1: What are your goals?</p> <p>Step 2: What is going on in your environment that has an influence?</p> <p>Step 3: Create options.</p> <p>Step 4: Evaluate the consequences. Assign the intern to continue the process.</p> <p>Guide asks: "Have you given some thought to finding a support resource in your community?"</p> <p>"Is it possible the company has an Employee Assistance Program that can be of help to you?"</p>
<p>Intern states that he is very frustrated with his boss and thinks she is discriminating and harassing him.</p>	<p>Guide boundary: I am not a psychologist; I am not a human rights lawyer; it isn't my job to advise on harassment and discrimination.</p> <p>Guide needs to ask questions to determine role expectations</p>	<p>Questions to ask: "Are you asking me to help you understand what is important to your boss for you to be successful?"</p> <p>"Or, are you asking me to refer to your company ombuds-person or human resources person to investigate your issue?"</p>	<p>Intern may respond as follows:</p> <p>a) "I just need you to help me understand the hidden rules of the workplace and how to make my boss happy—it is so different from the culture/country that I come from..."</p> <p>b) "Yes, I think I need a referral to a lawyer..."</p>	<p>Step 1: What are your goals for the relationship you have with your boss?</p> <p>Step 2: What is going on in your environment that has an influence—what do you know is important to her?</p> <p>Step 3: Create options—what can you do to be more effective?</p> <p>Step 4: Evaluate the consequences—what would happen if you continued to have difficulty in meeting her expectations? Assign the intern to continue the process.</p> <p>After exploring workplace expectations, ask: "Is it possible the company has an EAP program that offers support services that may be of help to you?"</p>
<p>Intern states that she has a dilemma because she wants to finish her licensure in Brampton, but her life partner was just offered a job in Alberta.</p>	<p>Guide boundary: I am not a psychologist; I am not a couples-counsellor.</p> <p>Guide needs to ask questions to determine role expectations.</p>	<p>Questions to ask: "Are you asking me to listen while you talk through all your options?"</p> <p>"Or, are you asking me to refer you to couples advice?"</p>	<p>Intern may respond as follows:</p> <p>a) "The issues are complicated and I just need you to ask me questions so that I can figure out all my options."</p> <p>b) "Yes, maybe I just need to go to EAP..."</p>	<p>Follow steps as above</p> <p>"That is a healthy decision—do you have the contact information?"</p>



What to Do if the Relationship is Not Working

Not all relationships will be perfect, all the time. This is to be expected. In any new relationship, there is an initial period of discovery that may be awkward. It is important to work together to find what is causing the discomfort. To build or repair a relationship, follow these steps:

1. Review your relationship expectations.
2. Review your values and the values of your intern. Is the issue related to a fundamental difference in your values systems that cannot be bridged?
3. Review the logistics and commitment. Is it a timing/availability/location issue that can be worked out?
4. Review the Learning Goals and Licensure Assistance Accord. Have the learning goals or other elements of the relationship changed in such a way as to have an impact on the relationship?

Dissolving the relationship

Should you both decide to bring the relationship to a close, make contact with the licensure assistance program coordinator and outline a transition plan.

What to do next

- Contact your licensure assistance coordinator to establish a transition plan and request a new match.
- Take the time to thank your intern for their efforts.
- Be clear about your needs to assist the licensure assistance coordinator with finding a new match for you.
- Begin the new relationship as a fresh start and enjoy learning.

3. Other Useful Tips

This section provides practical tips on building and managing relationships with the support of technology—online, email and telephone.

The Written Word: Email Etiquette

Email, telephone and “chat” are all used in relationships where distance and convenience present an obstacle to spending time in person. There are several concerns to be managed:

- **Confidentiality:** Email is NOT confidential. Be aware that what you send in an email can be forwarded to others; company email systems track all incoming and outgoing email; wireless users can and will pick-up unsecured email. Be thoughtful about what you write in your email.
- **Writing style:** Take the time to convey your thoughts clearly. Treat email as a business letter. Use proper words (not “u” for you) and spell check your document. Use grammar correctly.
- **Use the “subject” line** to identify the key point or request (see sample provided).
- **Requests for information:** Keep the request simple and focused on one area at a time.
- **Place your request in your opening line** followed by a background paragraph.
- **Allow 24-48 hours to respond** or for a response.
- **Provide your contact information in your “signature”;** phone number and email address.
- **Use the telephone when information is sensitive.** Any message that is an expression of feelings and emotions is best presented in person or over the telephone.



From: jgrant@aaa.com
Subject: Introduction and request for information Bio-Engineering in Mississauga
Date: March 10, 2010
To: CEM@bbb.com

Dear Ms. Mark:

I am in need of information on a Quality Control process for a bio-engineering product I am working on.

Joe Smith at ABC suggested you may be able to provide me with information on...

Thank you for your time and I look forward to hearing from you.

Yours truly,
Jane Grant

(416) 999-2222
jgrant@aaa.com

Online Licensure Assistance Relationships

Email, telephone and “chat” are all modes of establishing a relationship where distance and convenience present an obstacle to spending time face-to-face. To build a trusting relationship, there are practical concerns to be managed.

The most significant are:

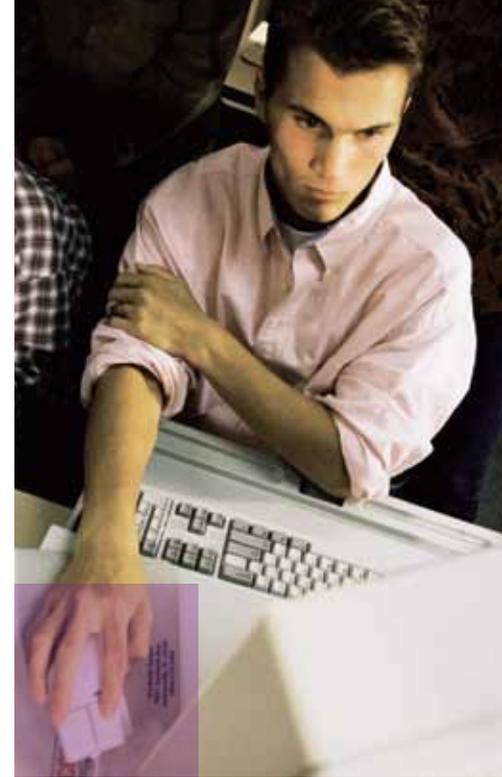
- **Confidentiality:** Email is NOT confidential; some organizations do not support personal use of email; it is very easy for ordinary computer users to innocently pick-up private messages through wireless transmissions. A knowledgeable hacker can monitor and publish a sensitive email from a “secure” line.
- **Writing styles:** How a person communicates depends on their ability to convey their thoughts and feelings in written format. Thoughtful writing will miss spontaneity and poor writing can result in misunderstandings and conflict. There will be times when providing a definition of words and terms will be important to how you convey your message.
- **Responsiveness:** How long one takes to respond and how timing is perceived have an impact on relationship development.
- **Trust:** It can be a challenge to develop trust to the needed level for a learning relationship to take hold. Some find an on-line environment easier; others find it more difficult.
- **Text vs. face-to-face cues:** It is a challenge to capture the nuances and fine emotion communicated in fractions of a second by the movement of the body—body language provides meaning. The text message receiver will often transfer their own emotions to create the missing meaning in the words they receive. For example: if the receiver is having a difficult day, the message may be interpreted as infused with negative meaning.
- **Issues and problem exploration:** Issues that can be well defined, singularly focused and have timing leeway for thought and reflection are suited to email. Complex, multidimensional, relational issues are best suited to face-to-face or telephone discussion and exploration.
- **Learning reinforcement:** Follow-up to a program, course or discussion that began in a face-to-face exploration is an effective means of using electronic means to support your relationship.



Online Relationship Guide

- Get to know each other:
 - Share information about yourself as a first step. Exchange your **Getting to Know Each Other** worksheet. Getting to know each other on a personal level will go a long way to building rapport and trust for your relationship.
- Have a learning plan:
 - Write about your career history.
 - Identify why you entered the Licensure Assistance program.
 - Consider that each of you is a learner. Clearly outline the goals you have for the licensure assistance relationship—what you hope to gain and to offer. Share the **SMART Goals** worksheet, or **Learning Plan** and **Licensure Assistance Accord**.
- Establish clear guidelines:
 - How often will you communicate? Some people are highly proficient with technology and use email as a significant mode of keeping in touch; others are occasional users and may not be as familiar with current communication protocols.
 - Identify the acceptable time for responses. Some people expect frequent messages; others like a few days to reflect before responding.
 - Allow 24 to 48 hours to respond.
 - Agree that if one has not responded by an agreed time, it will be assumed that the other did not get the message and it will be re-sent.
 - Give each other the benefit of the doubt; the other party may have a system failure, spammed-out, address change, or change in life circumstances.
 - Don't take a lack of response personally; it frequently isn't personal at all.
 - Use tools to identify issues. Use tools such as the **Issues Identification** worksheet and **Meeting Agenda**.
 - Identify what will be discussed by telephone and what will be explored via email. Early relationship development merits as much personal contact as possible—ideally face-to-face. You may plan to meet at a conference or an association event. Where distance and time don't support face-to-face, take the time to connect over the phone early in the relationship to accelerate the building of trust.
 - Establish Confidentiality and the Licensure Assistance Accord
 - Use the **Licensure Assistance Accord** as the focus for the content of relationships.
 - Keep to one issue at a time in messages.
 - Use the **Issues Identification** worksheet and **Meeting Agenda** models to provide a structure to messages.
 - Keep messages brief for ease of reading.

- o Establish how you will handle sensitive issues.
 - You may determine sensitive issues are not appropriate for email-based relationships and set a time to meet over the telephone or in person.
- o Establish how you will address ethical dilemmas.
 - Follow PEO's guidelines for ethical issues.
 - Spend some time identifying other risks that may arise and how you might address them.
- o Discuss writing styles.
 - The quality of a relationship may depend on the quality of the writing. The better someone is able to express themselves in words, the more the relationship will deepen. Some people are eloquent and take great pride and joy in using words to express their thoughts, feelings and ideas. Some will say they prefer and find an online relationship more rewarding than face-to-face. Other people have difficulty expressing themselves in text and may be misunderstood.
 - Style also has an impact on the relationship development. Concrete, abstract or emotional expression, complexity of vocabulary and sentence structure, how thoughts are organized and flow, these all reflect your personality style and influence how others react to you.
 - Take the time to consider how to communicate the finer nuances of your experience.
 - Where emotion is charged, take time to reflect and let time be a leveling influence. Don't respond emotionally to an emotional situation.
- The mismatch:
 - o It is possible you determine there is a mismatch and are not in a position to assist the learning of the other. In this event, agree on a "no-fault" retiring of the relationship.
 - Reflect on what you learned about yourself in the relationship;
 - Determine what guide/intern selection criterion needs to change to create a more effective match;
 - Thank the other for their time investment.
- Establish frequency of contact:
 - o Successful relationships need frequent contact and commitment to build trust. When trust is established, real learning and important issues are brought forward for exploration and feedback.
 - o Set a guideline for contact of once a week.





Telephone and Voice Mail Etiquette

Using the telephone is one of the most important aspects of how a positive (or negative) impression is made in establishing a relationship, or building a relationship generally in the workplace.

Six tips

1. State your name slowly and clearly. Voicemail and answering machines distort sound.
2. Spell your name. If you have a complicated name, or one that can be spelled many different ways, take the time to spell it for the other party.
3. Answer the phone with a clear HELLO.
4. In a business setting, it is appropriate to answer the phone:
 - o Hello, you have reached Catherine, how may I help you?
 - o Hello, you have reached Abdul in Engineering, how may I help you?
5. Leaving a voice mail message, speak slowly and clearly:
 - o Hello, John, this is Abdul, from Engineering, my phone number is: 416-111-2222.
 - o I would like to speak with you about the meeting agenda for Friday.
 - o Please call me back on Wednesday.
 - o Again, my name is ABDUL and my number is 416-111-2222.
 - o Thank you.
6. Your personal voice mail message needs to be clear. Speak slowly:
 - o Hello, you have reached Gretchen at 416-222-1111.
 - o I am not available to answer your call right now.
 - o Please leave a message and I will return your call within one business day.
 - o Thank you.

“Throughout the centuries there were men who took first steps, down new roads, armed with nothing but their own vision.”

Ayn Rand

4. Managing Diversity

This section provides several tips on supporting diverse individuals in a relationship. Being open to exploring and learning about the unique needs of each person adds richness to the relationship.

Cross Cultural Awareness and How to Manage Differences

Interns and guides are asked to build a relationship that focuses on the intern’s true developmental needs. Part of those needs will be a discussion of values, beliefs and personal styles. **When a guide and intern have different values, beliefs and personal styles, these differences can be a valuable source of learning or roadblocks to forming an effective relationship.**

There are times when it is highly desirable to seek out or be matched with an intern who is considerably different from you. Differences will cause you to take a step back and reflect on your own values, beliefs and style. This reflective process will deepen and broaden your perspective. To deal with differences that form roadblocks to a relationship, a model for building communication and understanding involves **awareness, knowledge and skills to adjust**. For example:

Awareness—When someone is speaking or behaving contrary to your expectations, it may simply be due to their own cultural norms of behaviour and language interpretation. It is important to ask questions to clarify what the behaviour and language mean.

Knowledge—This comes into play when you apply some of your own understanding of cultural and interpretive differences. You can

describe and compare how things worked in the other culture you lived and worked in.

Skills to adjust—These are based on your awareness that cultural differences exist and your knowledge that each of you may be acting in a culturally specific way. You will need to determine if this way is creating a roadblock to success and create a path to overcome this roadblock. Apply open communication and create positive regard and non-judgmental listening to work through the issues.

Areas to explore

- the meaning of time and how time is managed;
- what is considered conflict and how this needs to be addressed;
- the role of hierarchy and what that means in the Canadian context;
- how decisions are made;
- who is accountable for what and when;
- how problems are identified and how they are solved;
- how people are approached when a problem or issue arises that has potential to be contentious or lead to conflict; and
- how praise is offered and what it means.



Licensure Assistance and the Mature Engineer

Engineers arriving in Ontario from other countries and provinces bring a unique set of needs to the relationship. Many bring unique

experiences and a wealth of understanding of how things work and principles of operations from other jurisdictions.

To build understanding:

- explore differences in depth to understand the underlying reasons behind what, how, and why things are done;
- explore the differences in how time is managed and the implications for effective decision making;
- explore the differences in approaches to ethics;
- explore how relationships are managed;
- explore life and the career impact of becoming a professional engineer in Ontario;
- learn about different ways of thinking, processes and innovations from other parts of the world;
- learn about the values that set the foundation for the life decisions that brought the intern to seeking to become a professional engineer;
- engage in discussions on how to manage conflict and differences of opinion in the workplace—when to address issues in meetings and in private;
- explore workplace integration issues to support the intern in becoming an effective member of the intern’s team/workplace; and
- provide guidance in how to build strong relationships with customers, colleagues and superiors in the workplace.

“PEO became an institution that is aware about the difficulties professional immigrants are facing when coming to Canada and that has taken a step to help them realize their dreams and integrate them into the society”

Christian Chivoiu
(Intern)

Licensure Assistance with Youth: the Nexus Generation and Millennials

This generation has grown up with information technology at their fingertips. They are more individualistic than earlier generations in that they have a need to be heard, have their opinions, thoughts and contributions appreciated in meetings, and do interesting and meaningful work. This group tends to have considerable experience with working in shared learning teams or working in team environments. They place a high value on a constant stream of feedback and want to see results of their work quite rapidly. This generation takes social responsibility seriously. They value making new friends, learning new skills, and doing work and volunteering that is connected to a larger purpose.

Some will have had guides while in university and others none at all. Regardless of their experience with guides, most will ask for and need considerably more structure than other generations.

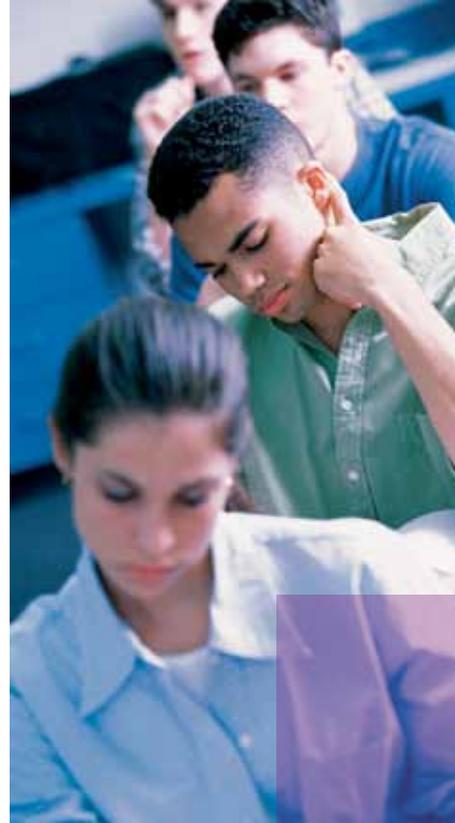
Guides may find they will need to take a more active lead role in the early stages, through setting schedules, providing structure and regular follow-up. Once interns have become more comfortable with the licensure assistance process, they will take on more of the responsibility for bringing their issues and experiences forward for discussion and exploration.

Take time to:

- explain how and why things are done in organizations to help your intern understand the context of what the intern is doing;
- build understanding of relationship dynamics and power structures in organizations;
- focus on building communication skills. This generation has grown up with technology at their fingertips. The challenge for them is understanding that 90 per cent of communication messages are through body language, tone of voice, and the subtle nuances of emotion that are delivered through eye contact and body expression, which give meaning and emotional context to the words. The gift of text messaging has provided a means of keeping in touch superficially through the use of words. The diversity existing in the workplace today places additional

necessity on learning to communicate fully and to understanding the meaning behind the message. Time spent learning how eye-contact, gestures and expressions convey the needs of others will have an impact on success;

- support and develop professional behaviours—how to prepare for and behave in meetings and build alliances across projects;
- get interns beyond Facebook™ and other social networking sites to cultivate relationships and demonstrate their importance over the long term of a career;
- help them understand that it is “all about the customer”. Learning early in one’s career the importance of understanding customer needs sets a stage for long-term career success.



5. Career Development Tools for Guides and Interns

This section provides career assessment and learning planning tools. Guides have the opportunity to learn and practise leadership skills throughout the program. As a guide, you may wish to use several or all of the tools to support formulating your own learning goals. Use what you need, when you need it, to address the matter at hand.



Note on using the tools

For guides, having an appreciation for who you are is essential for building trust, engaging in exploration, problem solving, and giving and receiving feedback.

The tools are designed to meet the needs of different learning preferences and may supplement other career assessment and performance development tools you might be using in your workplace. Guides and interns may choose to use any tool to assist them with setting and achieving their licensure assistance learning goals.

Tools have been separated into tools for guides and tools for interns. All tools in the **Intern Handbook** are provided here.

All tools are numbered and may be downloaded from the website.

Tools for Guides

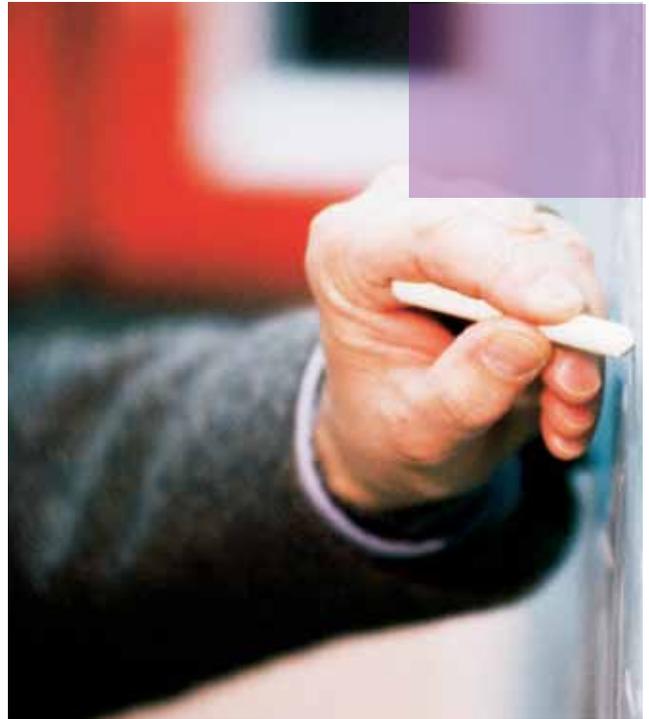
1. Assessing Your Qualities as a Guide

Being a guide is one of the most important roles you will engage in during your career. It is also one of the most personally and professionally rewarding experiences you can have. It is your opportunity to influence and guide the development of another person. Your personal efforts will have life-long impact.

Before you begin, we recommend you take a bit of time to assess your capabilities and readiness. By doing so, you will be able to manage the risks and expectations of a licensure assistance relationship.

Consider the following core attributes of a good guide when assessing your qualities. Guides are:

- people oriented;
- good listeners;
- recognize when others need support;
- able to offer support without taking charge;
- patient and tolerant;
- able to offer assistance; and
- able to explain things at various levels of complexity.



2. Guide Licensure Process Skills Scan

Instructions: The following list of skill areas are those to be assessed in the licensure process. Rank the skills you offer, using the scale where 1=lowest area of offering, to 5=highest area of offering (this is an area of real strength as in: "I am most comfortable in helping develop others in this area"). Use this tool as part of your process to create your Licensure Assistance Accord.

Guides are not expected to know the fine detail of the licensing process; it is the responsibility of your interns to access the resources they need.

NEEDS/SKILLS		POOR				GOOD
		1	2	3	4	5
Section 1 Licensing Process	Knowledge of PEO's requirements for licensure					
	i) Writing PPE - Aware of time to write exam - Aware of available study materials and how to obtain					
	ii) Annual EIT Experience Review - How to prepare summary (acceptable format) - When and how to submit summary - How to process and respond to feedback from PEO					
	iii) Understanding ERC Process (Applicants in ERC Process) - Confirmatory exams - ERC Review					
	iv) Preparing Experience Record					
	v) Understanding Referee Process					
Section 2 Experience Related	A. Application of Theory • Analysis • Design and synthesis • Testing methods/implementation methods					
	B. Practical Experience • Understanding of Codes/Standards • Understanding the limitations of practical engineering • Experience in the significance of time in the engineering process					
	C. Management of Engineering • Planning/scheduling/budgeting • Team building/ability to motivate • Handling conflict/changes • Project control/risk management • Dealing with clients/customers					
	D. Communication Skills • Preparing written work • Presentations of oral reports					
	E. Understand the Social Implications of Engineering					
Section 3 Leadership	Leadership qualities					
	i) Understands and promotes the value of professional licensure					
	ii) Institutes change/motivates others					
	iii) Demonstrates self-confidence/initiative					
	iv) Able to lead/direct others					

3. Guide Competency Scan

Listens actively: Active listening is integral to good communication skills. When you actively listen, the other party feels listened to and respected. Respect engenders trust, which is the cornerstone in any relationship.

Displays openness and sincerity: Openness and sincerity promote trust and help to build rapport with your interns.

Displays a willingness to help: A half-hearted effort could demoralize an intern and dampen the interns's enthusiasm. Your demonstration of enthusiasm will inspire your intern.

Displays integrity: This trait is crucial in the development of an engineering intern. Over the course of a professional career, an intern will be confronted with making choices relating to ethics. Having the benefit of learning, one-on-one, from an experienced licensed professional will stand an intern in good stead when the intern has to address these issues.

Is patient: A good guide is sensitive to and allows for differences (cultural, learning styles, gender, etc.). A lack of patience leads to frustration.

Sets and meets measurable goals: This is a valuable skill to demonstrate to an engineering intern. The engineering profession being what it is—projects and timeline-driven—interns will find goal-setting skills an asset.

Fulfills commitment: Fulfilling a commitment is an opportunity to teach the intern the importance of being reliable.

Stays current technologically: Being technologically current enables you to effectively assess the relevance and appropriateness of the engineering experience an intern is achieving.

Take a moment to assess your level of competence in each area. Work to develop those areas you identify at the lower end of the scales.

	Level				
Listens actively	1	2	3	4	5
Openness and sincerity	1	2	3	4	5
Willingness to help	1	2	3	4	5
Integrity	1	2	3	4	5
Patience	1	2	3	4	5
Sets and meets measurable goals	1	2	3	4	5
Fulfills commitment	1	2	3	4	5
Invests in staying current	1	2	3	4	5

Tools for Guides and Interns

4. Self Exploration–Lifeline Review and Identifying my Core Strengths

Taking the time to think through your history, knowing your needs and creating goals are important for your success.

Becoming clear on your needs may involve several steps:

- Self-exploration: lifeline review;
- Identifying core strengths;
- Clarifying what you would like to develop;
- Values exploration;
- Intern self-assessment: preparedness for licensure;
- Intern licensure process skills scan;
- Creating learning goals using SMART or learning plan.

Step 1: Lifeline review

Draw a line across the page as a representation of your life from your earliest memory as a child until today and project into the future.

On one side of the line, mark the significant points of your life along the line. These points need to be meaningful to you and signify such things as **accomplishments** (such as getting perfect in your first spelling test, being selected for the soccer team, purchasing your first home, saving the company money, contributing to a patent, etc.); **disappointments** (having to move and leaving your best friend, loss of a big contract); **significant events** that have had an impact on or shaped who you are today (marriage, divorce, getting a job in another city and having to move, moving to Canada); **important relationships** (the birth of a child, loss of a grandparent).

On the opposite side of the line, mark the skills and abilities that helped you accomplish what you accomplished, or helped you manage the difficulties along the way.

Identify the people who helped you in your life journey. These people are often informal guides.

What have you learned about yourself?

Continue the trajectory (line of your life) and forecast into the future. Where do you see yourself?

Draw your lifeline here



Step 2: Identifying Core Strengths

Review your **lifeline** from Step 1; identify the strengths you have developed over your life.

Review your **work/volunteer/career history**; identify the strengths you have developed and write a statement that demonstrates how you have applied this strength in your work.

Review your **education and professional development**; identify additional strengths you have developed and write a statement that demonstrates how you have applied these strengths in your work/career.

Life Strengths	Summary of Core Strengths Work/Volunteer/Career Strengths	Education & Professional Development Strengths

Step 3: Clarifying What I Would Like to Develop

Review your lifeline again, and reflect on those areas you would like to develop.

To Develop	How Can Being a Guide Help Me Develop?

Continue in the next section on Values Exploration, prior to establishing your goals.

5. Values exploration

Choose the top six to eight values that are important to you and influence your decisions.

Value	Definition	Describe How I Live That Demonstrates This Value (or would like to but aren't at present)
Considerate	Sensitive to the needs of others	
Identity	Sense of belonging to a group, service, community	
Tolerance	Accepting others as they are	
Academic Standing	High regard for scholastic and professional designations	
Integrity	Honesty and standing up for one's own belief	
Financial Independence	Being informed about business conditions; being free to choose in financial/lifestyle	
Risk	Being able to take risks	
Routine	Having a clear idea of what is required every day	
Variety	Having something different to do every day	
Power	Having influence over one's own future	
Logic	Rational, orderly, objective	
Sociability	Social interaction, companionship	
Self-respect	Liking who you are	
Health	Being healthy and leading a healthful lifestyle	
Lifestyle	Making choices that are meaningful to you; balance	
Recognition	Being recognized for accomplishments	
Competition	Having the opportunity to compete	
Achievement	Setting and achieving goals	
Adventure	Trying and doing things differently	
Personal Development	Being the best you can be	
Creativity	Thinking and acting creatively; trying new ideas	
Independence	Freedom to make decisions	
Trust	Believing in and supporting a relationship	
Accountability	Being responsible for one's own behaviour	
Others:		

Tools for Interns

6. Intern self-assessment–preparedness for licensure

Note for interns: the intent of this activity is to give you an idea of your strengths and needs. It helps you to prepare a quick summary of yourself to discuss with your guide.

I see the value of the P.Eng. licence as encompassing the following:

I have a clear understanding of PEO's requirements for licensure process. Yes No Not Sure

I know where I stand in the process. Yes No Not Sure

I require assistance in preparing for the next step in the licensing process. Yes No Not Sure

Indicate the assistance you require and your plan to get it: _____

I would like assistance in preparing to write the Professional Practice Examination (PPE). Yes No

I anticipate difficulty in writing and passing the PPE. Yes No

I know what materials/textbooks to acquire for study. Yes No

I know where to obtain this study material. Yes No

I am satisfied with the level of engineering experience I am acquiring. Yes No

If no, please elaborate: _____

I would benefit from guidance on how to go about gaining more responsibility in the workplace to enable me to obtain the necessary acceptable engineering experience for licensure. Yes No

The guidance should encompass the following: _____

My long-term career goal includes: _____

Skills necessary to achieve my goal are: _____

7. Intern Licensure Process Skills Scan

Instructions: The following list of skill areas are those to be assessed in the licensure process. Rank your learning needs using the scale where 1=lowest area of need to develop, to 5=highest area of learning need (I want to develop this the most). Use this tool as part of your process to create the Licensure Assistance Accord and Learning Plan.

Interns are responsible for securing the resources they need to prepare for the licensing process.

NEEDS/SKILLS		POOR				GOOD
		1	2	3	4	5
Section 1 Licensing Process	Knowledge of PEO's requirements for licensure					
	i) Writing PPE - Aware of time to write exam - Aware of available study materials and how to obtain					
	ii) Annual EIT Experience Review - How to prepare summary (acceptable format) - When and how to submit summary - How to process and respond to feedback from PEO					
	iii) Understanding ERC Process (Applicants in ERC Process) - Confirmatory exams - ERC Review					
	iv) Preparing Experience Record					
	v) Understanding Referee Process					
Section 2 Experience Related	A. Application of Theory					
	• Analysis					
	• Design and synthesis					
	• Testing methods/implementation methods					
	B. Practical Experience					
	• Understanding of Codes/Standards					
	• Understanding the limitations of practical engineering					
	• Experience in the significance of time in the engineering process					
	C. Management of Engineering					
	• Planning/scheduling/budgeting					
• Team building/ability to motivate						
• Handling conflict/changes						
• Project control/risk management						
• Dealing with clients/customers						
D. Communication Skills						
• Preparing written work						
• Presentations of oral reports						
E. Understand the Social Implications of Engineering						
Section 3 Leadership	Leadership qualities					
	i) Understands and promotes the value of professional licensure					
	ii) Institutes change/motivates others					
	iii) Demonstrates self-confidence/initiative					
	iv) Able to lead/direct others					



8. Intern Learning Competency Scan

This list has been provided here for the convenience of guides; it is in the **Intern Handbook**.

- **Listens actively:** You demonstrate active listening by asking relevant questions at the appropriate time. Actively listening conveys a message of respect for the communicator and what is being communicated. Taking action and following through on advice or corrective feedback demonstrates this quality.
- **Takes initiative:** Your guide will be more disposed to helping you and going the extra mile if the guide sees you initiate activities and ideas for assignments.
- **Follows through:** This indicates you value your guide's advice.
- **Learns quickly:** Displaying a desire to learn as quickly as possible conveys enthusiasm and will undoubtedly motivate your guide to go beyond what is expected.
- **Willingness and ability to accept corrective feedback:** Giving and receiving corrective feedback is essential in an effective relationship. The encouragement you receive from your guide will be more valuable if your guide also provides feedback. Encouragement without feedback will make for an unrewarding and ineffective relationship.

Take a moment to assess your level of competence in each area. Work to develop those areas you identify at the lower end of the scales.

	Could Improve		Good		Excellent	
Listens actively	0	1	2	3	4	5
Takes initiative	0	1	2	3	4	5
Follows through	0	1	2	3	4	5
Learns quickly	0	1	2	3	4	5
Accepts corrective feedback in a positive manner	0	1	2	3	4	5

9. Create Learning Goals Using SMART

After determining your readiness to engage in a Licensure Assistance relationship, take time to assess your strengths and developmental needs. Now you will be ready to create your learning goals using SMART.

S–Specific. The clearer the goal and more easily understood it is for you and others (such as your guide), the more likely it will be accomplished. Complex goals need to be broken down into steps or smaller goals to ensure success.

M–Measurable. Goals need to be measurable so you know you are making progress and have achieved them. By being measurable, the process for developing the skill or capability will be easier to define.

A–Attainable. To ensure success, goals need to be realistically attainable. Keep in mind you are continuing your work and other activities in your life. Lofty goals that cannot be achieved within three to six months will often not be achieved. Break the goals down into steps or smaller goals that will generate results in short time frames. This will help keep momentum going toward achieving larger goals. In this section, identify the method that you will use to meet the learning goal.

R–Results. State the goal in terms of the expected outcome. Outcomes can include both measurable and intrinsic outcomes.

T–Time-bound. Setting a short time line for making progress against a goal will significantly increase the likelihood of achieving the goal. A time limit provides a focus for activity.

Specific	
Measurable	
Attainable	
Results	
Time-bound	

10. Finalizing a Learning Plan

In your first meeting, you will establish the **Licensure Assistance Accord** (Tool 19). This sets the parameters for the relationship and the work you will be doing together. What you will work on together forms the **Learning Plan** (Tool 11).

The Licensure Assistance Accord and Learning Plan are the foundation documents for an effective relationship.



Some interns may spend considerable time and effort reviewing their background, competencies, capabilities and going through self-assessment processes to prepare their learning plan. Equally, they may have a fully prepared draft of their personal learning plan for review and finalization with their guide at their first meeting.

Other interns may need to enter a licensure assistance relationship specifically to gain clarity and establish measurable goals. The **Creating Learning Goals Using SMART** (Tool 9) provides a framework for creating clear, measurable goals.

The first two meetings are critical in defining an intern's goals and finalizing the **Learning Plan** (Tool 11). You and your intern develop the goals and Learning Plan together.

Immediate goal: Provides a snapshot of the learning goal that can be easily understood by others.

Interim objective and long range goal: Provides both a broader context and detail that can be measured and understood by others.

To achieve my goal I must do the following: The means by which the learning is to take place. To achieve my goal, I must do the following.

Actions taken: Provides a means of tracking progress and achievement.

Relevance to PEO licensure and evidence: Provides a direct connection to the licensure process.



11. Learning Plan

Name: _____ Date: _____

Immediate Goal: _____

Interim Objective: _____

Long Range Plan: _____

To achieve my immediate goal I must do the following:	Actions taken toward achieving goal	Relevance to PEO licensure Evidence
1.		
2.		
3.		
4.		
5.		

To achieve my interim objective I must do the following:	Actions taken toward achieving objective	Relevance to PEO licensure Evidence
1.		
2.		
3.		
4.		
5.		

To achieve my long range plan I must do the following:	Actions taken toward achieving goal	Relevance to PEO licensure Evidence
1.		
2.		
3.		
4.		
5.		

6. Licensure Assistance Meeting Planning & Journals

This section contains working documents to support the ongoing licensure assistance relationship. An agenda to plan for meetings will help maintain momentum. Journals to capture assignments, learning, insights, ideas, and the like are useful for keeping track of your progress.

Notes for interns on the ongoing setting of the agenda

Setting the agenda is the direct responsibility of the intern. For the best use of precious time, it is recommended an agenda be prepared in advance. The intern takes responsibility for sending you a completed agenda for any meetings.

As a guide, you are a valued resource. Coach your intern in meeting management and the value of providing the agenda as a means of giving you the time for preparation.



This does not mean there is no room for spontaneous exploration of hot issues! The agenda is to provide focus and maximize the contribution you can make. Your views, questions and feedback are vital to the process.

It is important to have a comprehensive Learning Plan and Partnering Agreement that you review with your intern at regular intervals (three months and five months). Make adjustments to the learning goals and plans as you make progress.

1.

First Meeting: How to Get Started? Discussing Learning Goals and the Licensure Assistance Accord

Establishing a **Licensure Assistance Accord** in your first meeting is the priority. This accord provides focus, and establishes a set of parameters of how you both would like the relationship to develop. In some instances, the Learning Plan and Licensure Assistance Accord will be introduced at the first meeting and finalized in the second or third meeting.

How quickly these accords are finalized will depend on a variety of factors, such as: the extent to which the intern has undergone a self-assessment, how familiar and far along the intern is with the intern's progress on PEO licensure, and how clearly the developmental goals have been articulated.

Recommended time: 60 minutes.

For the first meeting:

- confirm agenda/objectives for meeting;
- provide the guide and intern background information, such as a résumé or profile;
- prepare learning goals/SMART goals;
- discuss how you would like to work together;
- establish the Licensure Assistance Accord;
- discuss what is not discussable;
- set time schedule for meetings (email, telephone, face-to-face);
- set next meeting;
- set the next Agenda.





12. Meeting #1 Agenda

Use this agenda to keep track of your notes and the intern's topics of interest

Date/time:

Location:

Agenda items:

- Check-in
- Getting to know each other
- Review each other's backgrounds
- Establish the Learning Plan
- Create Licensure Assistance Accord
- Check-out

Key topics:

Issues addressed:

Notes to follow up before the next meeting:

Next meeting:

2.

Second Meeting: Exploring Each Other's History

Recommended time: 30-60 minutes.

For the second meeting:

- confirm agenda/objectives for meeting;
- provide the guide/intern with background information, such as a résumé or profile;
- finalize the Licensure Assistance Accord;
- explore how background experiences support or will support learning goals;
- begin addressing issues;
- discuss and fine-tune how you would like to work together;
- set next meeting Agenda.



13. Meeting #2 Agenda

Use this agenda to keep track of your notes and the intern's topics of interest

Date/time:

Location:

Agenda items:

Key topics discussed:

Issues addressed:

Notes to follow up before the next meeting:

Next meeting:



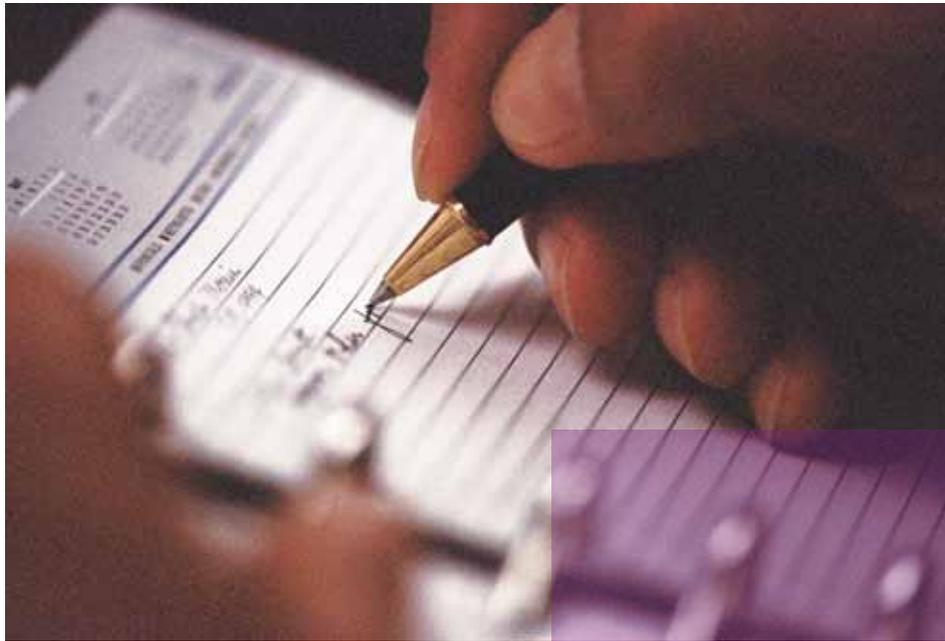
3.

Third Meeting: Finalizing the Learning Plan and Licensure Assistance Accord

Recommended time: 60 min.

For the third meeting:

- confirm agenda/objectives for meeting;
- bring forward issue for exploration;
- finalize the Learning Plan;
- finalize Licensure Assistance Accord;
- assign inter-session “homework” or assignments and follow-up process in a Learning Journal;
- confirm next meeting;
- set Agenda for next meeting.



14. Meeting #3 Agenda

Use this agenda to keep track of your notes and the intern's topics of interest

Date/time:

Location:

Agenda items:

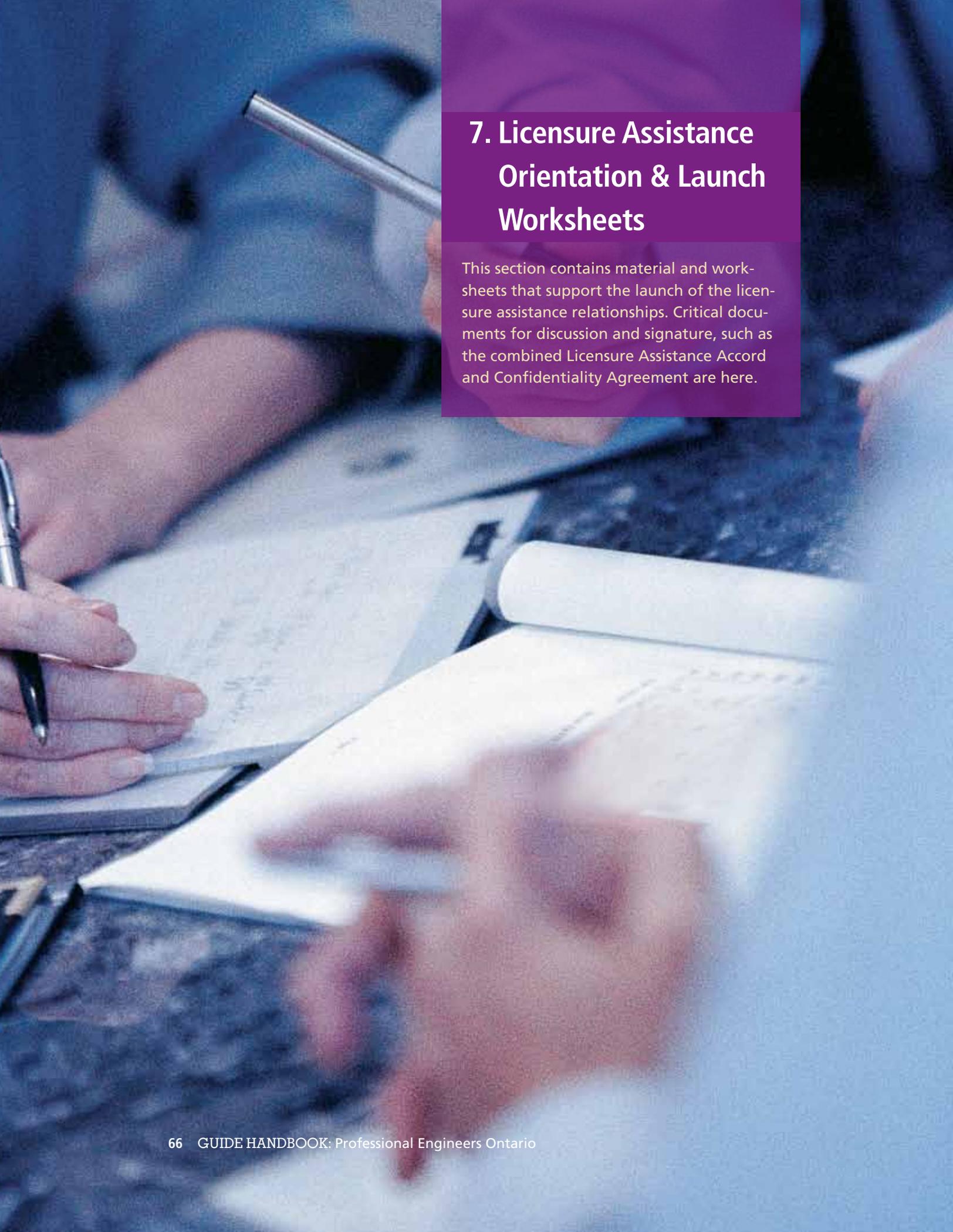
Key topics:

Issues addressed:

Notes to follow up before the next meeting:

Next meeting:





7. Licensure Assistance Orientation & Launch Worksheets

This section contains material and worksheets that support the launch of the licensure assistance relationships. Critical documents for discussion and signature, such as the combined Licensure Assistance Accord and Confidentiality Agreement are here.

16. Worksheet: Getting to Know Each Other

When guides share their background with their intern, they build the needed trust to learn from each other. The following exercise is provided to assist you to begin establishing a relationship with each other.

Share and discuss:

What are some of the highlights of my personal life that would be useful to share, as it is part of who I am?

.....

.....

.....

What are some of the highlights from my work and education history that would be useful to share, as these set the foundation for the work I do?

.....

.....

.....

What are some of the highlights of my experiences in the Canadian work environment that would be useful to explore in preparation for guiding internationally educated professionals (for example: understanding the nuances of the hiring process; how to be an effective member of a team)?

.....

.....

.....

How have guides or role models made a difference to me in my career in the past?

.....

.....

.....

What are some of the hopes I have for this licensure assistance program?

.....

.....



18. Code of Conduct and Program Operating Principles

Program Design Principles

- Meet the needs of a diverse and geographically dispersed membership.
- Guides and interns are volunteers.
- Licensure Assistance relationships are built outside the workplace.
- Licensure Assistance relationship interactions can be by email, phone, or face-to-face.
- PEO chapters play an important role in promoting licensure assistance, matching and preparing guides and interns for their relationship.

Relationship Principles

- Guides and interns create a Licensure Assistance Accord for their relationship—length, time, frequency, intensity, mode, etc.
- Both parties have the right to end their licensure assistance relationship at any time.
- It is a professional relationship based on trust and confidence; all discussions are confidential. Information shared is to be determined by both parties.
- Interns take the lead in scheduling and planning for meetings in advance.
- Interns bring topics and issues forward for discussion.
- Both parties are learners and contributors.

Adult Learning Principles

- Adults need to be involved in planning and evaluating their professional development.
- Experience, including mistakes, provides the basis for learning activities.
- Adults are most interested in learning about subjects that have immediate relevance to their jobs or personal lives.
- Adult learning is problem-centred rather than content-oriented.
- Interns and guides find maintaining a learning journal is a useful means of achieving insight.

Guide/Intern Rules of Engagement and Ethical Conduct

- Guide and intern have the right to decline the match.
- The relationship is professional.
- Confidentiality is paramount for building trust.
- Interns are responsible for time management: planning meetings, follow-up, being prepared, and starting and ending on time.



19. Licensure Assistance Accord

We, the undersigned, agree to enter into a licensure assistance/learning relationship. As a licensure assistance relationship, the intern is responsible for the intern's own learning as one component of the intern's experience and education journey to becoming a professional engineer with all the rights and responsibilities associated with the professional designation. It is understood the guide is a learning resource for exploration, sharing of experiences and assisting the intern with achieving insight and learning from experiences.

Intern name:	Date:
Guide name:	
Intern general learning goals:	
Specific soft skills to practise and develop:	
Expertise (qualifications and credentials) to develop:	
Intern needs and expectations:	
Guide needs and expectations:	
How will we deal with conflicts as they occur?	
How will we bring our relationship to a close?	
How will we meet and manage our relationship (once a month for six months: in person, email, phone...)?	
<p>Confidentiality: In signing below, we agree not to divulge any confidential information we may share with each other during the course of our licensure assistance relationship, or any other time thereafter. Release: We acknowledge that PEO's role is simply to facilitate the forming of licensure assistance relationships and we release PEO from any liability that might be claimed from the use of these materials or from the licensure assistance relationship.</p>	
Intern signature	Guide signature



11. Learning Plan (duplicate)

Name: _____ Date: _____

Immediate Goal: _____

Interim Objective: _____

Long Range Plan: _____

To achieve my immediate goal I must do the following:	Actions taken toward achieving goal	Relevance to PEO licensure Evidence
1.		
2.		
3.		
4.		
5.		

To achieve my interim objective I must do the following:	Actions taken toward achieving objective	Relevance to PEO licensure Evidence
1.		
2.		
3.		
4.		
5.		

To achieve my long range plan I must do the following:	Actions taken toward achieving goal	Relevance to PEO licensure Evidence
1.		
2.		
3.		
4.		
5.		

Appendix: Sources and Resources

Professional Engineers Ontario (PEO), <http://www.peo.on.ca>

The Ontario Society of Professional Engineers (OSPE): www.ospe.on.ca

EngineersCanada: www.engineerscanada.ca/e/

P.Eng. licence application form: www.peo.on.ca/sites/default/files/2019-07/LicensingGuide%26Application.pdf

OSPE online application: http://ospe.site-ym.com/general/register_member_type.asp?

Clutterbuck, D., and G. Lane. *The Situational Mentor: An International Review of Competencies and Capabilities in Mentoring*, Gower Publishing: 2004, ISBN 0-566-08543-7.

Meggison, D., and D. Clutterbuck, B. Garvey, P. Stokes, R. Garrett-Harris. *Mentoring In Action*, Kogan Page: 2006, ISBN 0-7494-4496-7.

Mossop, C. *Cascade to Wisdom: A Field Guide for Mentors*, Sage Mentors Inc.: 2008, ISBN 978-0-9680623-1-9.

Mossop, C. *Cascade to Wisdom: A Field Guide for Protégés*, Sage Mentors Inc.: 2008, ISBN 978-0-9680623-1-9.

The Five Elements of Engineering Experience for Licensing

The five elements of satisfactory engineering experience for licensing purposes are:

- **Application of theory:** analysis, design, synthesis, testing, interpretation and implementation.
- **Practical experience and the limitations of real systems:** visits to engineering works or equipment, as part of a larger system.
- **Management of engineering:** planning, the significance of time, allocation of resources, identification of labour materials and overhead, team building, monitoring of expenditures and schedules, and risk assessment.
- **Communication skills:** written work, oral presentations, and presentations to the public.
- **Social implications of engineering:** awareness of potential consequences, both positive and negative, of a project, recognition of value to the public, safeguards to mitigate adverse impacts, role of regulatory agencies, and responsibility to guard against conditions dangerous or threatening to life, limb, property or the environment.

8. Group Licensure Assistance Tools & Techniques

Objectives

Provide an overview of the tips/techniques on how to deliver an effective GROUP licensure assistance experience for engineering interns.

Assumptions

Guides are comfortable facilitating a group licensure assistance session and have facilitation skills. This group licensure assistance guide is a supplement to the PEO *Guide Handbook*.

Roles

- Guide is a group facilitator; guides bring their stories and insights to share.
- Interns are participating in a mix of in-person and virtual licensure assistance groups and are prepared to contribute to the collective learning while learning themselves in preparing for the engineering licensing process.

Meeting Called By: PEO

Date/Time:

Delivered By:

Attendees: PEO Licensure Assistance Group

Type of Meeting:

Agenda:

Time Keeper:

Note Taker:

20. Overview

Licensure assistance for **virtual groups (up to five interns in a group)**

Virtual groups need more time for participants to get to know each other, because they do not have the benefit of visual cues in the communication process. Spend time in each session on a get-to-know-you question, establish group norms, and have the structure of an agenda as these are keys to group success.

- Provide structure—keep to the time and topics allocated.
- Circulate the agenda in advance and indicate the time allocated to each topic.
- Take the time at the outset of each meeting for participants to continue to get to know each other—do short exercises of five minutes at each meeting.
- Share responsibility for such group processes as:
 - o gathering topics to discuss;
 - o setting the agenda;
 - o circulating information;
 - o providing follow-up; and
 - o organizing logistics.

Licensure assistance **in-person groups (ideally six to eight interns in a group)**

These groups have the advantage of relationship building and networking before and after meetings.

- Provide structure by circulating the agenda in advance.
- Allow for networking time at the beginning of each session or facilitate get-to-know-you exercises.
- Share responsibility for group processes, including:
 - o finding and setting up the venue;
 - o circulating the agenda; and
 - o providing follow-up.



21. Effective Strategies to Deliver a Great First Session

1. Agenda
2. Check-In process (*Guide Handbook*, page 18)
3. Establish the group
4. Establish group norms
5. Set goals: What do I want to get out of being in a licensure assistance group? (*Guide Handbook*, page 71, *Intern Handbook*, page 60)
6. Establish/finalize the Licensure Assistance Accord (*Guide Handbook*, page 70, *Intern Handbook*, page 59)

Agenda

Meeting #1 Agenda		
Meeting Called By:		Date/time:
Delivered By:		Attendees: PEO Licensure Assistance Group
Type of Meeting:		Agenda:
Time Keeper:		Note Taker:
Objectives:		Group Norms: (typically five norms)
Roles:		
Clock Time:	Activity:	
Discussion:		
Guide Discussion/Notes:		
Action Items:	Person Responsible:	Other Notes:

Agenda Sample

1st Licensure Assistance Group Meeting Agenda and Guide Notes		
Meeting Called By:		Date/time:
Delivered By:		Attendees: PEO Licensure Assistance Group
Type of Meeting:		Agenda:
Time Keeper:		Note Taker:
Clock Time: 90 minute meeting		
Topic for the Meeting	Guide Notes/Facilitation Process Tips	
Establish the group and first discussion Five minutes: welcome every one Check-in process to “get people focused” Review agenda	<ul style="list-style-type: none"> • Use: check-in process. (page 79) 	
15 minutes: Introductions—ask participants to introduce themselves with the following as a guide: <ul style="list-style-type: none"> • Name, • Location, • What work they do, or specialty, • How they would like to be remembered in the group. 	<ul style="list-style-type: none"> • Use: Who is in my group? facilitation process and hand-out sheet. (pages 80 and 81) • Make sure each participant has a copy of the hand-out sheet for their own use. 	
20 minutes: Establish group norms Ask participants: What makes a good group experience? What has made a terrible group experience for you? What group norms will we use to hold each other accountable and assure a good experience for everyone?	<ul style="list-style-type: none"> • Use: Establish group norms facilitation process (page 82) • Ask for a volunteer to make notes of the final selected norms and ask them to circulate to the group. • If people get caught-up in deliberating, use: engaging the group—select a voting process to move forward on a topic. 	
15 minutes: Set goals. Ask participants to answer: What do I want to get out of being in a licensure assistance group?	<ul style="list-style-type: none"> • Use: Set goals—What do I want to get out of being in a licensure assistance group? (page 83) 	
20 minutes: Discussion topic: Preparing your experience summaries. Ask participants: What has been your experience in preparing your experience summaries? What worked for you/what has been a challenge for you?	<ul style="list-style-type: none"> • Use: tools from engaging the group (page 86) and managing the group (page 87), if and when needed. 	
15 minutes: Finalize Licensure Assistance Accord Check-out process Establish topics, agenda, logistics for next session	<ul style="list-style-type: none"> • Use: Establish/finalize the Licensure Assistance Accord tools. (page 84) • Use: Check-out process. (page 95) 	
Discussion:	Guide Discussion/Notes:	
Action Items:	Person Responsible:	Other Notes:



2. Check-in process (*Guide Handbook, page 18*)

Topic: Check-in at the outset of the meeting.
Check-out at the end of the meeting.

The purpose of the check-in process is to gain the attention and focus of the participants; it gets people “in the room”.

The check-out process tells us what has been useful to the participants and identifies the next steps that need to be taken.

Clock time: Check-in: 3-5 min. TOTAL at the beginning (15 seconds per person).

Check-in: At the beginning of the meeting, go around the room by name, asking: What is top of mind for you today?

It is not a discussion at this stage of the meeting. If there is a top of mind that is related to the discussion topic, it can be added to the agenda if you ask the group’s permission, and once the entire group has checked-in.

Guide discussion/notes: Note what was discussed.

Question for next session: Create or identify the discussion topic for the next session and assign preparation work to participants.

Person responsible: Invite a member of the group to send a reminder email with the discussion question for the next session one week prior to the meeting.

Other notes: Note anything else of relevance.

3. Establish the group

Topic: Who is in my group?

The purpose of this exercise is to get to know everyone in the group and help people create a connection with each other.

Clock Time: 10 minutes

Activity:

Introductions: Each participant is given 30 seconds to answer the following introduction question:

- a) Name,
- b) Location,
- c) What work I do, or specialty,
- d) How would I like to be remembered in the group?

Discussion/notes: Be sure to identify something memorable about you—example: I ride a road-bike and did my first 100 km ride for the United Way in my first season.

Invite group members to make note of everyone in the group or use the Who is in my group? chart tool provided.

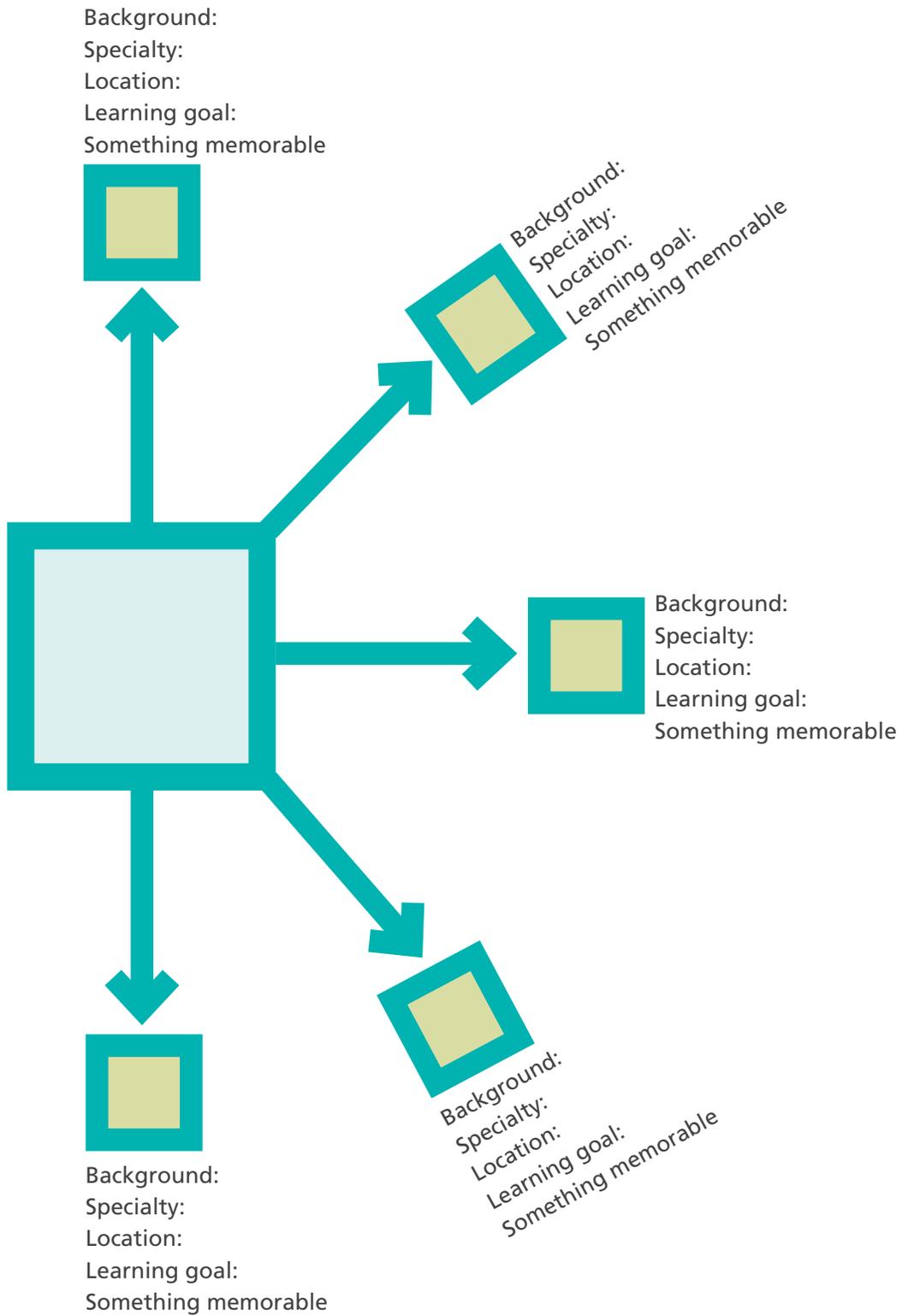
Action items: Get permission to circulate everyone’s email and phone numbers.

Person responsible: Assign to a member of the group.

Other notes:



Who is in my licensure assistance group:



4. Establish group norms—component of the Licensure Assistance Accord (*Guide Handbook*, page 70) Topic: What norms shall we create and agree to that will help us have the best group licensure assistance experience (over the next six months)?

The purpose of this exercise is to help establish group trust, which is a core component of exploring licensure assistance needs and establishing the Licensure Assistance Accord (*Intern Handbook*, page 59, *Guide Handbook*, page 70)

Clock time: 10 minutes

Activity: Ask for a volunteer to take notes.

Set-up: Ask participants to think of what makes a good group experience and what has made a terrible group experience for them.

Collect input

1. Select each person by name to answer.
2. Ask: "What makes a good group experience?"
3. Ask: "What has made a terrible group experience for you?" Ask participants not to repeat what a previous person has said.
4. Make a list of the good and negative attributes.
5. Repeat back to the group the list of good and negative attributes. Ask the group to consider how important the attributes are for this licensure assistance experience.
6. Summarize in the Licensure Assistance Accord in the sections related to understanding an intern's needs and expectations and a guide's needs and expectations (Licensure Assistance Accord, *Guide Handbook*, page 70, *Intern Handbook*, page 59).

Discussion/notes: In considering the top attributes of a good experience, invite the group to have an open discussion on what each comment really means to them.

Prompts: How do we make sure our group stays together and we don't have drop-outs?

How do we make sure we are giving everyone a chance to participate?

How do we make sure we have a good learning experience?

How do we make sure we are being respectful of each other? Listening to each other? Providing the feedback that is useful to each other?

How will we deal with conflicts as they occur? (Licensure Assistance Accord, *Guide Handbook*, page 70, *Intern Handbook*, page 59)

Once all the points have been clarified, capture in as few words as possible the top 10 norms identified and have a vote.

Vote system: On a scale of 1 to 5 where 1 = not important to me and 5 = very important to me, conduct a vote one item at a time. Summarize.

Action items: Norms will be captured and identified at the top of the agenda and will remain there for the year.

Post agreed norms on the agenda that is circulated for every session, as a reminder for group members.

Person responsible: _____

5. Set goals: What do I want to get out of being in a licensure assistance group? (Guide Handbook, pages 50, 51, and 71, Intern Handbook, pages 38, 39 and 60)

Topic: Defining group goals—consider there will be two types of goals:

- 1) What are the group’s overall goals over the six months/sessions?
- 2) What are the goals for each session or meeting?

Invite interns to capture their personal goals in their *Intern Handbook*, Learning Plan on page 60.

The purpose of this exercise is to gain clarity on what the learning goals are for the participants, as a means of assuring goals are appropriate for the Licensure Assistance Program and achievable within the licensure assistance group process.

Establish:

- 1) **Overall EIT licensure assistance goals.** In the first session, engage the participants in identifying their learning goals for licensure assistance. Use the EIT check-list tools, *Intern Handbook*, pages 38, 39 and *Guide Handbook*, pages 50, 51.
- 2) **Session goals.** Take 10 minutes in the session to engage the group in identifying goals for the NEXT discussion topic. Make note of these goals. Add them to the agenda to be sent out to the group prior to the next session. Use the goals to prepare yourself to facilitate the discussion.

Clock time: 10 minutes

Activity: Ask by name, to identify goals and questions regarding the topic.

- 1) At what stage of the licensure process are you at present (*Intern Handbook*, pages 38, 39 and *Guide Handbook*, pages 50, 51)?

Guide discussion/notes:

Identifying the learning goals of all the members of the group and working toward meeting those goals are the glue that keeps in-person and virtual learning groups together. Discovering each other’s goals is a foundation for identifying questions to ask, issues to explore, feedback to be gained.

Formulate 3-4 questions to explore.

Action items: Capture the chosen goals.

Prioritize the topics for guiding sessions.

Invite interns to capture their individual learning goals: *Intern Handbook*, page 60; *Guide Handbook*, page 71.

Person responsible: _____



6. Establish/finalize the Licensure Assistance Accord (*Guide Handbook, page 70, Intern Handbook, page 59*)

Topic: Establish the Licensure Assistance Accord

Summarize the group's overall goals over the six months/sessions.

The purpose of this exercise is to gain clarity and finalize the Licensure Assistance Accord for each intern in the group and to capture the common themes for the Group Licensure Assistance Accord.

Capture:

- 1) Intern learning goals (*Intern Handbook, pages 38, 39 and Guide Handbook, pages 50, 51*).
- 2) Specific soft skills to practise and develop in the group licensure assistance experience.
- 3) Specific EIT licensure process questions to be addressed.

Clock time: 20 minutes

Activity: Ask by name to identify learning goals and any specific soft-skills to practise and develop in the group experience.

Guide discussion/notes: Identifying the learning goals of all the members of the group and working toward meeting those goals are the glue that keeps in-person and virtual learning groups together. Discovering each other's goals is a foundation for identifying questions to ask, issues to explore, feedback to be gained.

Action items: Capture the chosen goals (*Intern Handbook, pages 38, 39 and Guide Handbook, pages 50, 51*)

Prioritize the topics for licensure assistance sessions.

Invite interns to capture their content in the Licensure Assistance Accord, page 59 (*Intern Handbook*).

Person responsible: _____

22. Group Licensure Assistance Techniques to Deliver Effective Sessions

1. Supplementary get-to-know you exercises
2. Engaging the group—four voting processes
3. Managing the group—handling the verbally dominant one; drawing out the “shy” one
4. Staying on topic
5. Three common conversations technique (*Guide Handbook*, pages 22-23)
6. Creating and sharing stories
7. Issues exploration (*Guide Handbook*, pages 25-29)
8. Providing feedback (*Guide Handbook*, page 23)

1. Supplementary get-to-know-you exercises

Guide tool kit—getting-to-know-you exercises:

The purpose of these exercises is for interns to build relationships and trust with each other. One of the greatest values of group licensure assistance is learning from the different perspectives people bring to the group. Beginning each session with a variation of a get-to-know-you question provides an opportunity for group members to get to know each other.

Clock time: 2–5 min. for each exercise

Activity: Ask participants to introduce themselves and answer the following question. Choose one question for each session or create new questions as you need:

- Who was the person who influenced you the most in your life so far and how did that have an impact on you?
- What is the “oddest” engineering-related job you have ever done?
- Have you lived in a different part of the country/or a different country? How has that influenced your choice of engineering career?
- What professional engineering experience do you have?
- Describe an assignment you found to be personally interesting and rewarding?
- If you could have witnessed a life event in the past, what would it be and why?
- What challenge did you overcome that you thought was impossible at the time and later realized was a blessing in disguise?

Question for next session: _____

Person responsible: _____

1 2 3 4

2. Engaging the group—four voting processes

Guide tool kit—four voting processes. How do you know a topic is meaningful, engaging full participation and meeting the needs of the EITs? Use voting tools to determine what is important and keep the flow of the discussions meaningful for participants.

The purpose is for guides to develop an understanding of what is working or not working for interns. Changes or modifications of the topics, discussions, or group process can be made once feedback has been gained.

People participate to different levels and in different ways and we want them to engage as much as and as usefully as they can. The following four processes can be used to help move the conversations along or to gauge the engagement of interns on any given topic or decision that needs to be made.

1) Use a quick vote process. Go around the room and ask participants to indicate on a 1 to 5 scale where: 1 = my interest level is low; 5 = I am completely enthusiastic.

Alternative statements are: 1 = I don't like that topic; 5 = I like that topic; or 1 = this is not helpful; 5 = this is a valuable conversation.

2) Go around the room by name and ask for a one-word adjective that describes how a participant is feeling about the a) process, b) topic, c) idea, d) dialogue, and e) usefulness or value of the meeting.

3) Use the five-fingers-hand process: Ask participants to hold up one hand and display the number of fingers (1 to 5) that corresponds to their level of agreement/commitment, where: 5 = you are in total agreement; 4 = you are 95 per cent on-side; 3 = you are willing to move forward for now but clarification may be needed; 2 = you have questions or concerns to address before committing; and 1 = you do not support the decision and urgently need to talk.

4) Listen carefully for silence, a drop in energy/enthusiasm, participation, half-hearted responses. State what you are hearing/experiencing of the group and ask for feedback and input. Use the vote system if needed to determine engagement. If the group has disengaged, ask the group to generate ideas on how you can use the balance of the time more productively.

Clock time: 2 minutes to complete a vote process

Activity: Optional discussion activity—Ask participants to identify specific experiences they have had that have created positive energy in any type of learning group (such as when they were in engineering school, or a team in the workplace). What has caused disengagement?

Question for next session: _____

Person responsible: _____

3. Managing the group—handing the verbally dominant one, drawing-out the “shy” one

Guide tool kit—staying on topic. How to manage some of the more challenging group dynamics

The purpose of this facilitation process is to provide a means of respectfully re-directing a person who dominates a conversation and engaging those who are more shy in a group setting.

Guides may choose to have a discussion with the group on how they would like to manage potential group dynamics such as: engaging those who tend to be shy in a group, and signaling to the more dominant speaker to allow others to participate more fully.

Clock time: _____

Resource people: _____

Activity: Discussion topic—What are your thoughts on the challenges of guiding a group that is made up of different engineers with different communication styles?

How will we gain participation of those who tend to be shy?

How can we help those who like to talk a lot, to allow others to contribute?

Guide discussion/notes: Observe and note who has a preference for speaking for lengthy periods and who tends to be quiet in the group?

Choose an engagement process that limits the speaking time of those who like to talk by inviting them to speak toward the end; ask them to speak for a limited time and hold them to it. You may indicate that you will interrupt when the time has come.

Example:

- When AA is talkative: “AA, you have shared valuable thoughts and information with the group, thank you. Now we would like to hear from BB.”
- When AA is always the first to offer their thoughts and you would like someone else to begin the discussion: “BB, I would like you to begin the discussion this time. AA, we will be sure to check-in with your views once we have heard from BB.”
- When AA will not move on from the topic: “I can see this topic is really important to you AA, so I would like to speak with you more at the end of our session, as we have other topics we would like to discuss on our agenda today. Would that be reasonable for you?”



Ask the quiet individuals to contribute by giving them advanced warning they will be selected next to speak. For examples:

- “I would like to take a few minutes to go around the group and find out your unique perspective on this topic XX; I would like you to hold your comments to 30 seconds each. I am going to begin with AA, and work our way around to end with GG.”
- “These are interesting comments from XX. YY, we haven’t heard from you as yet. After BB has shared their thoughts, YY we would like to hear your perspective.”

See notes and processes for managing sticky and awkward situations in your *Guide Handbook*, pages 30, 31, 32.

Action items: _____

Person responsible: _____

4. Staying on topic

Guide tool kit–Staying on topic. How to stay on topic or go off-topic if needed.

The purpose of this facilitation process is to provide a means to move a group that has gone off-topic back to the topic, or to gain permission from the group to stay off-topic and re-schedule the original topic.

Guides may choose to have a discussion with the group on how to handle going off-topic as part of the process of establishing group norms, or use these techniques to allow the digression or move the group back on topic. Using a vote process can be effective here.

Clock time: _____

Resource people: _____

Activity: Discussion topic–What are your thoughts on the challenges of guiding a group that is made up of different engineers with different learning goals? How will we handle staying on topic with our discussions? How can we address the challenges as they arise? We want to find ways of addressing distractions and digressions in our group.

Guides may allow a tangent to occur for a few moments.

Address the digression. Validate with the group that the discussion is off-topic and suggest how it might be best handled.

The group decides: Is the issue sufficiently of value to discuss that the original agenda can be suspended?

Is it a “parking” item that can be moved to another topic or agenda item for another meeting? Or is it to be taken off-line completely?

If the group chooses to continue the “new” topic, establish the time and indicate that time has been given-up by another topic that was on the present agenda and ask whether the group has given permission to do so.

Use a vote process to quickly arrive at an agreement on how to proceed so as not to use valuable time in discussion about how to handle the digression.

Guide discussion/notes: See notes and processes for managing sticky and awkward situations in your *Guide Handbook*, pages 30, 31, 32

Action items: _____

Person responsible: _____



5. Three common conversations technique (*Guide Handbook, pages 22, 23*)

Guide tool kit–Three Common Conversations Technique:

Level 1: Relationship-building

Level 2: Technical

Level 3: Strategic

The purpose of this technique is to assure the topic and discussion is valuable and addressing the needs of the group.

There are three types of conversations and each has its own purpose. Determining what type of conversation will be of value to the group and at what stage these conversations happen helps guides facilitate a process in which the highest value learning is derived from the group experience.

Type 1: Relationship-building conversations. These are started on the first meeting with the most time allocated to them, then continue throughout subsequent meetings with shorter time allocated.

Type 2: Technical (how-to) conversations. These are predominant for the EIT Licensure Assistance program, e.g. how to prepare case summaries; how to interview; how to manage meetings; how to build effective relationships with colleagues/clients, etc.

Type 3: Strategic conversations. These require considerable trust in the group as these conversations often involve such topics as blending career with life decisions (e.g. If you took the engineering job in Kenora, how would that impact your family?).

Activity: Licensure assistance topic discussion

Select a topic: for example, networking.

Determine with the group: Do you wish to have a “how-to” conversation OR do you wish to have a “strategic” conversation?

How-to conversations are focused on steps and processes, in this case “How do I go about developing a network and keeping it active?”

Strategic conversations are focused on the strategic importance of the issue at hand, in this instance, identifying how a network has proved its value in significant business decisions and its importance for leadership effectiveness within one’s career.

Once the direction is set, the guide is ready to facilitate the discussion.

Where groups request a blended approach, consider using a rating scale to determine the appropriate balance of time on “how-to” aspects and “strategic” aspects.

Clock time: _____



Question for next session: Create the discussion question for the next session and assign preparation work to participants.

Person responsible: Invite a member of the group to send a reminder email with the discussion question for the next session one week prior to the meeting.

6. Creating and sharing stories

Topic: Sharing stories is the heart of the relationship

The purpose of this facilitation process is to provide an effective model or process for people to comfortably share their experiences.

We make sense of the world through story-telling. A good story organizes facts, ideas and experiences in a coherent, emotionally engaging way that allows us to learn and change. A good story is always about change.

Guides share their stories and encourage interns to share theirs; guides draw the lessons from the story.

Invite one to three participants to volunteer telling a story related to a topic at the current and subsequent sessions.

Guides think of their own story related to each of the topics.

Encourage others to share their stories. Ask for volunteers to share their stories and provide them with the narrative story form as a tool to assist them with shaping their story.

Clock time: 5-10 minutes

Activity: Licensure assistance topic discussion: i.e. networking

Story topic–Acceptable engineering work experience

Main character: Engineering student

Setting: Pregraduation engineering co-op position at an engineering consulting firm

Problem of the story (complication): The experience gained after 50 per cent of my engineering degree has been completed could be counted toward the 12 months of pregraduation experience by PEO, provided it is acceptable/verifiable engineering experience and in the same discipline/related to the area of my program of study.

An event (the point of crisis): The work I was doing at the job was not acceptable/verifiable engineering experience and was not related to my area of study (i.e. in the same discipline as the engineering undergraduate program I was taking).



How the problem was resolved: I approached a professional engineer at the company to see if I could work on some of the engineer's projects and also shared my concern about gaining acceptable engineering experience. Through this communication, I was able to work on projects that would count toward the 12 months of pregraduation experience.

Ending/lesson: Had I not acted on the problem, I would have been working on an internship with the goal of gaining valid experience without doing so. By approaching a professional engineer in the company, I was not only able to have the ear of someone who has gone through PEO's licensure process, but also able to expand my personal network.

Guide discussion/notes: Invite participants to share an example from their own experience related to the topic. Use the narrative story form as a tool to build their stories.

Guides engage discussion and draw other lessons and experiences from the group. Conclude with what you have/would change.

Other topics:

- International engineering experience
- Preparing for the Professional Practice Exam/Technical Exam/Experience Requirements Committee interviews
- Networking in the engineering community
- Resolving conflicts when working in engineering project teams

Narrative story form:

- Starting point/main character
- Setting
- Problem of the story
- An event/the point of crisis
- How the problem was solved
- Ending and lessons

Question for next session: Create the discussion question for the next session and assign preparation work to participants.

Person responsible: Invite a member of the group to send a reminder email with the discussion question for the next session one week prior to the meeting.

7. Issues exploration (*Guide Handbook*, pages 25-29)

Topic: Issues exploration

The purpose: The intern's role is to bring issues, experiences and questions to explore within the licensure assistance group. The guide and interns are to facilitate a process of exploring these concerns and issues in an effort to achieve understanding or improve a decision-making process.

Clock time: Allocate a time for exploring the issue or question. Ten minutes is usually sufficient.

Activity: Intern brings forward an issue or question.

Use the Issues Identification Worksheet as provided in the *Intern Handbook*, page 21, *Guide Handbook*, pages 25-29

Step 1: Describe the facts of what occurred.

Step 2: Describe the various emotions experienced at the event or as a result of the event. This may include emotions, attitudes, moods and behaviours that the other party may have displayed or experienced.

Step 3: Identify the areas where the guide and interns in the group may add the most value in questioning and explaining the context of what was experienced.

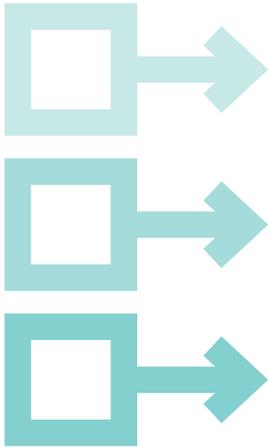
Step 4: Formulate several questions to find out why (this is a back and forth process with step 3) OR identify what can be done to resolve the issue.

Guide discussion/notes: Guard carefully to avoid taking responsibility for providing an answer or resolution; the intern is the one who must resolve the problem.

Question for next session: _____

Person responsible: _____





8. Providing feedback (*Intern Handbook*, page 21, *Guide Handbook*, page 23)

Topic: Providing and learning from feedback

The purpose: Learning from feedback is an important element of the development process. Feedback that results in change is a sign of effective guidance. Feedback belongs to behaviour and is delivered to help a person be successful.

Clock time: _____

Activity: Ask participants what feedback they would like to have from others in the group (be sure to stick to what is possible within the group setting). Ideas include: Practising an interview or a presentation—How am I presenting myself? How am I participating in the discussions? Am I conveying confidence or am I coming across as non-confident or aggressive?

Guide discussion/notes: Use discretion wisely. Some feedback needs to be delivered privately and some feedback can be generalized for all in the group to learn from the experience.

Question for next session: _____

Person responsible: _____

23. Wrap-Up

1. Preparation for next session

2. Check-out process

1. Preparation for next session

Discussion: Making sure everyone is ready to participate

Quality participation requires good questions and clear instructions for everyone, so that they can prepare their thoughts in advance.

Clock time: 10 minutes

Activity: Choose a licensure assistance topic discussion that is on the agenda for the next session: for example, tips to prepare project summaries or how to be effective in the interview.

How do you know if you are providing clear instructions and/or have commitment for advanced preparation?

- Ask for feedback.

- Take a quick vote on the value of the topic.

- Ask if anyone has a quick, short article about the topic to share.

- Ask for one or two participants in the group to share a real-life experience

- (see section on Creating and Sharing Stories for a story development format page 91 and page 92).

Question for next session: Create the discussion question for the next session and assign preparation work to participants.

Person responsible: Invite a member of the group to send a reminder email with the discussion question for the next session one week prior to the meeting.

2. Check-out process

Topic: Check-out at the end of the meeting

The purpose: Check-out process tells us what has been useful to the participants and establishes the next steps to be taken.

Clock time: 5-10 minutes at the end (20 seconds per person)

Activity: Ask: “What are you taking away from the session today?” Or, “What was the most valuable lesson you are taking away today?” Or, if time is tight, “What is the one word/adjective that would tell us the value you found in today’s session?”

Question for next session: Create the discussion topic for the next session and assign preparation work to participants.

Person responsible: Invite a member of the group to send a reminder email with the discussion question for the next session one week prior to the meeting.





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