

Co-op Workplace Success Plan

It is important to plan for a successful co-op work experience - one that is beneficial to the employer and co-op student. This means creating a clear vision and strategy that will help the co-op student reach set goals, while being well-equipped in anticipation of a new co-op job. Having an individualized Workplace Success Plan helps the co-op student identify specific job requirements and other work-related concerns. Based on these, the co-op student along with the employer and Co-op Coordinator, can build an action plan that will enable the co-op student to transition smoothly into the workplace. Creating a structured plan ensures that work-related needs and concerns are addressed, contributing to an overall great co-op work experience.

Completing the Workplace Success Plan involves collaborative effort from the co-op student, their assigned Co-op Coordinator, and the employer. It requires documenting concerns, proposing realistic solutions and clarifying any vague areas in relation to the specific co-op position. On completion of this resource, the co-op student can expect to feel more confident and better prepared for an upcoming work term. Each party can negotiate and come up with solid strategies for provision of workplace accommodations, prior to the start of a work term.

Please, go through this plan carefully, ensuring that you provide adequate information as needed.

Note: Throughout a co-op student's work term(s), adjustments can be made to the responses and general content of this plan, if necessary. Any questions can be directed to the co-op student's assigned Co-op Coordinator, as needed. The Co-op Coordinator can assist and should be consulted before any changes are made to the Workplace Success Plan.

Co-op Student: Marilyn Cooper

Co-op Coordinator: Rob Wood

Employer: University of Lethbridge

Supervisor: Jane Doe

Student Job title: Research Assistant- School of Liberal Education

Student Job type: Office
(e.g., lab, field, office)

Specific employer and co-op student instructions have been provided before each section.

Part 1: Job Description

Co-op student: Go through the co-op job description and begin to think of any questions you might have about specific job duties, as well as areas where you need more information. Meet with your Co-op Coordinator for guidance.

Employer: Go through the co-op job description below, ensuring that all key aspects of the job have been noted.

Job description as stated in job posting/job duties

- updating webpages;
- preparing, posting and maintaining a database of articles on Liberal Education;
- preparing and posting student and alumni profiles;
- helping with organization and advertising for School events (speaker series, Symposium)

Part 2: Inquiry about job components

Co-op student: List all job aspects where you might need accommodations, based on the limitations of your disability. Seek guidance from your Co-op Coordinator.

Employer: Please, check the boxes next to any of the listed items that may apply to the co-op student's job.

| |
|---|
| <input type="checkbox"/> scheduled breaks |
| <input type="checkbox"/> time-sensitive work |
| <input type="checkbox"/> |
| <input type="checkbox"/> |
| <input type="checkbox"/> |
| <input type="checkbox"/> |

Part 3: Comprehensive Plan

Co-op student: Ask specific questions about job components that the employer has identified in the previous section, share any challenges you might have, and propose reasonable accommodations with help from your Co-op Coordinator.

Employer: Fill the “employer’s comments” section by providing a detailed answer to the co-op student’s job component related question. Please, provide details of what each job component might look like in the work setting, giving specific examples where necessary- e.g. duration of break times, frequency of meetings, etc.

Go through any challenges identified by the co-op student, as well as their proposed accommodations.

Complete the last column by including any further suggestions. Initial to show approval.

All sections completed by the co-op student are pre-approved by their assigned Co-op Co-ordinator before submissions are made for your consideration. Beneath each page is the Co-op Co-ordinators signature, showing initial approval.

| Job Component | Employer's comments | Co-op student's challenge | Co-op student's proposed accommodation(s) | Employer's approval/ further suggestions |
|---|---|--|---|--|
| <p>Scheduled breaks</p> <p>How many breaks are there? When are they scheduled and what are the durations?</p> | <p>There is an hour lunch break at noon, as well as a 15 minute break that can be taken at any time during the day.</p> | <p>Due to health-related reasons, I need to have access to regular meals throughout the day. I also have set times for taking medication and might need to check my blood-sugar levels when necessary.</p> | <p>A split lunch break would be beneficial- two 30 minute breaks instead of an hour. Also, in addition to the 15 minute break, permission to take a few 10 minute breaks throughout the day, in case I need to eat or check my blood-sugar level.</p> | <p>This should not be problematic. You may also extend your breaks if the need arises. Do let me know if you need such extensions.</p> |

Co-op Coordinator's initials: R.W

| Job Component | Employer's comments | Co-op student's challenge | Co-op student's proposed accommodation(s) | Employer's approval/ further suggestions |
|--|--|--|--|---|
| <p>Time-sensitive work</p> <p>Will there be a set time structure with regard to creating and uploading posts? What might this look like?</p> | <p>There are certain days and deadlines within which posting of articles and publishing advertisements are expected to be done. Deadlines are given much in advance, so that time pressures are managed.</p> | <p>In order to manage my health, I am medically advised to avoid stress. Time-sensitive work might put me under pressure, leading to stress.</p> | <p>Providing deadlines for upcoming tasks would be very helpful in reducing the stress that might come with time-sensitive work.</p> | <p>This can certainly be done. Should any unforeseen time-sensitive tasks come up, tasks can also be split with a fellow colleague or completely handled by an available colleague.</p> |

Co-op Coordinator's initials: R.W

| Job Component | Employer's comments | Co-op student's challenge | Co-op student's proposed accommodation(s) | Employer's approval/ further suggestions |
|---------------|---------------------|---------------------------|---|---|
| N/A | | | | |

Co-op Coordinator's initials: R.W

| Job Component | Employer's comments | Co-op student's challenge | Co-op student's proposed accommodation(s) | Employer's approval/ further suggestions |
|---------------|---------------------|---------------------------|---|---|
| N/A | | | | |

Co-op Coordinator's initials: _____

Part 4: Additional Information

Co-op student: If there are any other challenges that have not been addressed above, complete this section accordingly.

Employer: Go over any noted challenges in this section and respond accordingly.

| Other challenges with accommodations [co-op student] | response(s) and approval [employer] |
|---|--|
| <p>I may need time off to attend doctor’s appointments as needed.</p> | <p>This will not be a problem. Please, provide notice as soon as possible if such a need arises.</p> |
| <p>In case I need to test my blood-sugar level, I will need privacy for this.</p> | <p>You can always shut the door of your office and leave a sign on your door to avoid interruptions. Each office has a “do not disturb” sign. Alternatively, you may go into the nearby employer suite which is often vacant and do your test without disturbance.</p> |
| <p>In order to meet my dietary requirements, I tend to snack frequently. An area where I can store a few healthy snacks for the week would be appreciated. This will come in handy on days when I need to eat more.</p> | <p>The staff kitchen has a fridge where you can store some snacks. Also, you can use a couple cabinets to store non-perishable snacks.</p> |
| <p>I am required to stay active as much as I can. I am concerned about the sedentary nature of my job.</p> | <p>You are allowed to go on brief walks around the office, or within the office building whenever you need to. For more physical activity, you may also make use of the washroom located farther from that of the main office. This way, you can be more active.</p> |

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Co-op Coordinator's initials: R.W

Part 5: Accommodations agreed upon

Co-op Coordinator: All accommodations agreed upon between the co-op student and employer should be filled in below.

| Job component | Accommodation(s) |
|---------------------|--|
| Scheduled breaks | A split lunch break, a 15- minute break, as well as additional 10-minute breaks throughout the workday. Employer is also willing to allow extended breaks. |
| Time-sensitive work | Deadlines will be provided well in advance. Also, unanticipated time-sensitive work can be split between co-op student and fellow colleague, or completely handled by an available colleague. |
| Other | <p>Co-op student will be allowed time off for doctor's appointments. The co-op student is expected to provide notice as soon as possible.</p> <p>Arrangements have been made to provide privacy for co-op student if she needs to check blood-sugar levels.</p> <p>Co-op student will be provided kitchen space to store snacks.</p> <p>Co-op student can go on brief walks to remain physically active.</p> |

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Part 6: Learning Goals & Objectives

An important component of a Co-op work term is the experiential aspect. Building and enhancing skills is a continuous part of work. As a co-op student, it is important to develop a list of realistic goals in relation to your work. By doing so, you can easily make connections between your work experiences, and the broader goals you have set, allowing you to be more reflective and motivated throughout the process. A well-defined list of objectives that you can refer to over the course of your work, makes it easy to compare growth and quantify your achievements during your work-term.

Sharing your goals with your employer also makes for collaborative effort in the realization of your goals.

Outline a few learning objectives, with an execution strategy. It might be difficult stating a specific strategy, depending on the goal, but as you progress, you might develop a clearer plan, and you can always make changes. For now, put down an action plan that is practical and achievable, in relation to your goal.

Note: these learning objectives might be duplicates of those submitted by the co-op student to their Co-op Coordinator.

Co-op student: Identify the goals you hope to achieve upon completing your co-op work term(s), with a strategy for each goal.

Employer: Review each goal set by the co-op student; this makes it easy to keep the co-op student on track throughout their work term.

| Learning Objective | Strategy |
|--|---|
| To gain valuable experience with organizing school events | By working closely with my colleagues and supervisor to plan events and organize them successfully. |
| To learn effective strategies for advertising events within the school | By taking advantage of the school's media channels and taking note of key strategies that have been successful in the past. |
| To improve on my technical skills | As I work on updating web pages, I will ask relevant questions and polish my skills in this aspect. |
| | |

Part 7: Communication

In order to ensure consistency and effective communication throughout a co-op work term, it is helpful to have an agreed method of feedback as well as an idea of how frequently this feedback might be offered. Putting checkpoints in place and establishing a format for communication is key.

As previously mentioned, necessary changes can be made to the content of this Workplace Success Plan, including this section. Outlined statements can and should be revisited and reviewed as needed, with consultation from the respective Co-op Coordinator.

Below are a few prompts that will set the foundation for regular feedback and communication between the employer, co-op student and Co-op Coordinator, during a co-op work term.

Co-op student: Answer all the questions in this section.

Employer: Go through the co-op student's responses, as they will guide effective communication throughout the work term(s).

1. What is your preferred method of receiving feedback - verbal or written?

Verbal

2. How frequently would you like to receive feedback from your employer during your work term? [e.g., daily, weekly, bi-weekly]

Weekly, with some daily feedback on days when I work on new tasks.

3. What is an ideal way for your employer to offer feedback? What might this look like?

I appreciate constructive feedback. I am happy to receive advice on areas that need improvement, and will like if such feedback is offered privately.

4. In addition to the co-op site visit, would you like your Co-op Coordinator to be involved in the feedback process?

Yes

5. How often would you like to communicate with your Co-op Coordinator at the start of your work term?

Twice a week would be ideal.

Co-op Coordinator's general comments:

All accommodations can be revisited and adjusted if needed. If any changes are to be made, they will be done in a similar manner, with collaborative effort from the employer, co-op student, and Co-op Coordinator. If any other important information regarding the co-op work term arise, please reach out.

Co-op Coordinator's initials: R.W

Co-op Student's initials: M.C

Employer's initials: J.D

Date of completion: April 24, 2020