1. **Tips for Communication During Remote/Virtual Placements**

   - Explicitly outline expectations and organizational norms around communication (e.g. use of video calls, level of ‘formality’)
   - Set a regular check-in schedule, especially for the start of the placement (e.g. brief check-in each morning, 30 minute meeting every Monday)
   - Identify appropriate use for different platforms/channels (e.g. text messages for emergencies only, e-mails for extensive discussions, platforms for collaboration)
   - Identify appropriate contacts in the organization (e.g. contact for tech-related questions)
   - Discuss how you will evaluate communication skills, particularly ones that are challenging to observe during virtual placements (e.g. verbal communication, interpersonal skills)

2. **General Communication Tips for Supervisors**

   - Discuss your expectations for how and when the student should communicate with you
   - Talk to the student about their comfort level with different methods of communication
   - Provide frequent and varied communication opportunities
   - Communicate with students in the manner that you expect them to communicate
   - Explain the culture in your workplace, e.g., typically contact is via email, via telephone or in person
   - Help the student understand the tone of communication required by different stakeholders
   - Highlight to the student which styles of communication are effective in different situations
   - Review important written documents so that the student knows where improvement is required
   - Demand high standards from the student, particularly around external communication to clients
   - Provide regular feedback to students on the progress they are making

3. **Considerations for Providing Feedback**

   - Encourage the student to evaluate his/her progress
   - Maintain confidentiality
   - Be honest and constructive (beware of being destructive)
   - Remain calm and objective
   - Ask for feedback from others who have worked with the student
• Refer to specific actions, not personal traits
• Allow time for the student to process the information
• Check understanding and clarify meaning
• Assist the student in setting small achievable goals to reduce anxiety
• Use positive feedback to reinforce learned knowledge, values and skills
• The style of feedback may need to vary to suit individual students
• Contact the work-integrated learning programme coordinator (contact at the academic institution) if there are concerns
• Document feedback provided

4. Questions for the Supervisor to Consider Throughout the Placement

• Am I aware of the learning goals of the student?
• Have these changed over the course of the work experience?
• Do we have a plan in place to achieve these goals?
• Are we following the plan?
• Has the student learned new techniques or skills recently?
• Are there any topics or skills that I think the student needs to improve upon?
• Am I providing my mentee with ongoing constructive feedback on his/her performance?
• Am I approachable and available to the student?
• Should I encourage the student to ask more questions? Should I ask the student more questions?
• Does the student feel valued and safe in the work environment?
• Am I modelling the professional values and behaviours that would align with the student’s learning goals?
• Is the student being challenged with a variety of tasks and increasing responsibilities over the work experience?
• What is the next level of learning opportunities I can provide to challenge my mentee?