Meeting the Client: Learning the Capstone Student's Perspective through the Three-Intelligences Methodology

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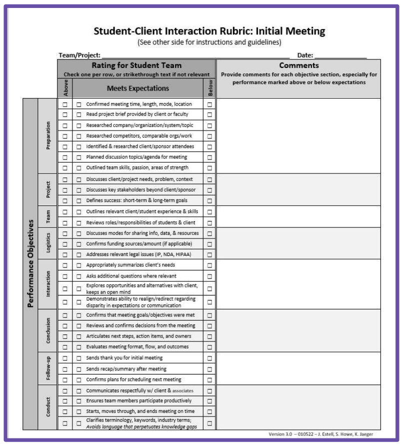
Introduction and Inspiration

With Capstone, meeting the sponsor/client is a key aspect of launching a project, whether in industry, the community, or internal to the university. The authors have previously developed a set of rubrics and an accompanying checklist to support capstone students in preparing for and executing their meetings with clients, with particular focus on the initial meeting. This document (the "Rubric") is shown below.



Overlapping Interests:

Client wants effective meeting where all key concerns and project elements are addressed

Instructor wants to prepare students for professional interactions, facilitate student ownership, and meet client needs

Student wants to be prepared, address all relevant issues with client and understand their role

Motivating Questions:

How do we serve the client while
- ensuring student buy-in?
- promoting critical thinking?
- highlighting value of teamwork?

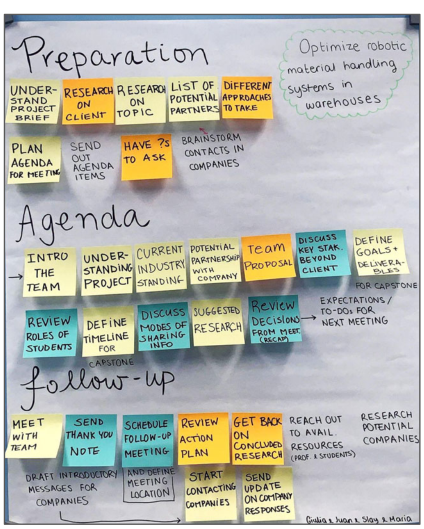
The Three Intelligences

Phase 1: *Individual Intelligence*
- Questions are posed to all students
- Each student responds independently

Phase 2: *Collaborative Intelligence*
- Team members compare notes
- Common and unique ideas are noted

Phase 3: *Collective Intelligence*
- Instructor provides rubric of best practices
- Student teams use rubric to fill in gaps

The Process and the Outcome

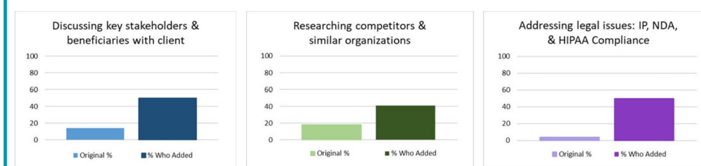


Teams' Items in Common with the Rubric

Most teams had key elements in common with the established rubric, but not all. The most common items for Before, During, and Following the Initial Client Meeting are shown below.

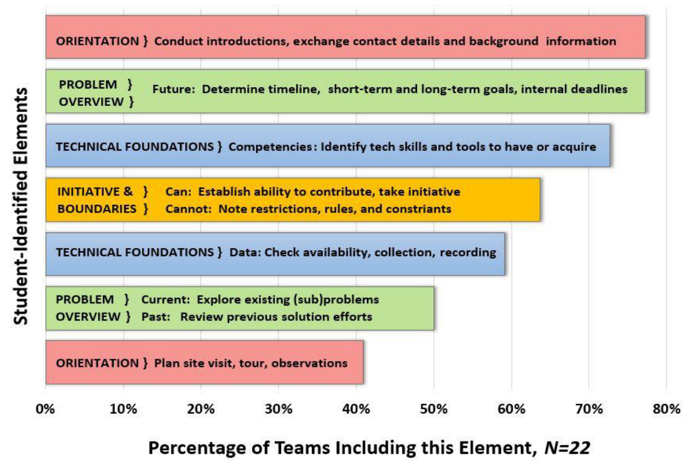
Teams' Most-Missed Rubric Items - then Added

Some relevant rubric items initially had low inclusion by teams. On the left in each graph is the % of teams who originally included the item; on the right is the % who later added it.



Elements from Students Not Found on the Rubric

We learned a lot about student uncertainties and their desire for specific assurances by analyzing what they chose to include that was **NOT** found on the Rubric, as shown below.



Discussion and Benefits

The three-intelligences methodology has many advantages, across the phases, and overall. This approach is adoptable and adaptable in various settings, applications, and time frames.

- **Individual Intelligence:** Each student personally owns the problem and can have a voice
- **Collaborative Intelligence:** Members bond over common ideas, appreciate individuals' ideas
- **Collective Intelligence**: Students see they covered most aspects; Rubric can helps fill in gaps
- **Overall**: This process is inclusive, dynamic, generative, foundational, unifying, and enduring

Conclusions and Future Recommendations

- Methodology is highly intuitive, not complex
- Approach has a high level of student buy-in
- The exercise results in a usable work product
- Instructors can responsively reframe course
- Recommend using only 2-3 times per course
- Can be transformed into an online exercise
- Repeated interactions across institutions will result in ongoing modifications of the Rubric

Acknowledgements

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