

Integration and Formation of the New Member of RNL Administration

José Pedro de Almeida Arvela

which one?

Learnings Report

what team?

Abstract—During this activity, I had to select and integrate a person into our team. In this report I describe how I learned how to process information in Curricula Vitae (CVs), create tests which were suitable to evaluate candidates, to preform a suitable interview, and how to obtain information from all these sources and process it in a productive form.

Index Terms—(interview process, candidate selection, curriculum, questions, tutorials, formation).

1 INTRODUCTION

TO be able to select the best person for the team, I had to acquire knowledge in how to read a CV, how to make good tests, how to interview people, and how to select a candidate based on his qualities and faults, which required me to preform an intense amount of study and practice.

"What" person? Team?

CONTEXT!!

of advertising to ensure it was memorable and that it called people who saw it into action.

We tried to use viral advertising as well, by trying to spread interest in the opening through word-of-mouth. To do so, I had to learn about viral advertising, and learn how to generate interest in a topic.

inappropriate. Do not use contraction

2 SPREADING AWARENESS

To spread awareness, I had to focus on getting as much visibility as possible from the students on the opening of the new grant. To do so, I looked into the areas of design, advertising, social networking and viral advertising.

We designed a few posters advertising the opening. To ensure their maximum visibility, we had to think about the most common places where students hang out or walk through, and we had to design and place the posters within these places so as to stand them out of their background. To do so, I studied a few basics of color and contrast, to ensure the poster was as visible as possible, and used a few notions of typography and spacing to ensure the poster was pleasing to the eye, and used some notions

3 CREATING A BALANCED TEST

Creating a test for a group of people you don't know is hard. It is complicated to know the proper expectations to have and how to find them through a set of questions.

Creating good questions required a lot of work to detach myself from the ability I have to answer those same questions. Being in a position in which I know the answers to the questions I'm creating, a lot of work needs to go into knowing if a question is appropriate or not.

To create the test, I imagined what would be a reasonably good candidate, taking into account my own experience when I joined, the average experience of my schoolmates – as they would be the people applying –, and the minimum set of required skills to be able to evolve and both learn more as well as be more productive in the future. I then tried to imagine questions that such a candidate could be able to solve.

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(1.0) Excellent	LEARNINGS						DOCUMENT						
(0.8) Very Good	Context × 2	Skills × 1	Reflect × 4	Summ × .5	Concl × .5	SCORE	Struct × .25	Ortog × .25	Exec × 4	Form × .25	Titles × .5	File × .5	SCORE
(0.6) Good	0.8	0.6	0.6	0.4	0.8		1.0	0.6	0.8	0.8	1.0	1.0	
(0.4) Fair													
(0.2) Weak													

4 OBTAINING INFORMATION FROM AN INTERVIEW

Having the tests done, when preparing for the interview, we decided to focus more on knowing the candidate and less on testing them. The tests gave us a high level idea of each candidate's abilities, so we decided to focus more on knowing what was their experience, and to know what skills they had.

To prepare to the interview of each candidate, I resorted into looking to the candidate's CV to see what to ask them. My reasoning was that, if a candidate mentioned it in the CV, then it must be because the candidate found it relevant to put there, and thus it might be of interest to us.

In each interview, I would prepare a set of questions related to the candidate's job experience, activities and hobbies, depending on what they had mentioned and on what seemed relevant.

When asking about a job or activity, I would ask the candidate to comment on what they did in that activity, and to explain their workflow.

Knowing that students usually don't have many jobs to put in their CV, I asked each candidate if they had made personal projects, contributed to other projects on github, if they used Linux or Mac OS at home and if they had any other hobby they could find relevant for the position.

With this, I managed to find out that one of the candidates had a Raspberry Pi, which allowed me to ask further questions and to have a better understanding of the candidate's knowledge and interest in Linux.

5 SELECTING THE OPTIMAL CANDIDATE

To be able to properly select a candidate, I had to adopt a rigorous and impartial process. To do so, I took notes during the interviews, I took positive notes and negative notes in each of the topics mentioned with each candidate. With these notes I could assign a grade in each area with proper reasons to back up why I graded the candidate that way, ensuring that my grading process was impartial.

6 ESTABLISHING COMMUNICATION

Having selected our new member, Gonalo, we had to start by establishing communication lanes with him. To do so we looked into ensuring two things. First, that he felt integrated with the team, and second, that he was able to easily talk with each and any one of us without confidently.

We started with a small meeting with all of the team, with the goal of having him talk to all of us right from the start. Each of us tried to make him feel comfortable and at ease with each one.

While making him comfortable, we also showed him all of our tools to communicate. Each one of us personally led him through using each of these tools. This further strengthened his bond with each of us, allowed us to prepare to eventual formation and support we'd have to give him, and he got a strong and solid foundation for being able to transmit his information.

7 FILLING THE KNOWLEDGE GAP

To have Gonalo understand the infrastructure we have and how we preform, we started by telling him about our goals and objectives. We then showed him our servers, storage rooms, and technical room, to give him an idea of the resources we have in our hands to do our work. We then started to describe him things at a more architectural level, describing the network topology, enumerating the existing servers and what were their uses.

I decided to explain things to Gonalo based on this scheme based on what I, looking back at my own introductory period, felt I was more informed or more lacking in knowledge, trying to bridge the lack of knowledge and emphasize what was important, both to get him up and working as soon as possible as well as giving him enough information for him to have confidence when dealing with the infrastructure.

8 PAIR PROGRAMMING

To get Gonalo started in his tasks, we decided to use the known model of pair programming, and to have him do the tasks from his own

workstation, while we oversaw and gave him overall directions and indications.

This was a new and eye opening experience, as being next to Gonçalo, instructing him, I had to learn to chose suitable tasks to get him started – neither too hard for him to deal with, nor too easy, so they were instructive –, and to lead him in the right direction with relevant actions.



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9 CONCLUSION

Which one?

This activity allowed me to further develop my skills in several different areas at once, from communication, advertising, and design – to publicize the opening –, to evaluating, grading, selecting candidates – to preform the candidate tests, interviews and selection –, to being welcoming, be clear in my explanations and teaching – in the final stage.

I believe that, as a result of this activity, I've further developed my knowledge, was able to improve my ability to understand other people's situations so as to better help them, and became an overall better person than I was before I started.

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