

WIL Impacts Framework

Talent Development Module



In this Module:

This Module explains the Talent Development domain and provides detail regarding its four subdomains: agency skills, academic success, employability skills and organizational talent. Tools for measuring impacts are included, with survey questions for host organizations and post-secondary institutions as well as interview questions.

What is talent development?

The talent development domain refers to the contribution of WIL experiences to the development of students' professional and workplace skills, and academic success as well as the development of employees' talent and organizational talent because of the WIL placement.

This module can be used to measure impacts of WIL programs in the development of talent skills for the host organization and for the student. The following subdomains categorize and differentiate between different types of impacts with this broad domain.

Why talent development?

The impacts for host organizations are particularly relevant when working with organizations that might otherwise find it difficult to develop training and recruitment programs. This domain and its subdomains have a particular focus on development of human resources. Impacts for students can be seen as those that have a broader and perhaps longer-term macro-impact, such as those listed under the agency and employability skills subdomains, and those that have a more immediate academic impact (academic success subdomain).

Sub-domains of impact

Agency Skills

This subdomain includes indicators about the students' improved understandings of workplace culture and their career goals.

Subdomain/Factor	Indicator	Detail	Associated literature
Agency skills	Improved understanding of workplace culture	How have WIL programs contributed to improving the understanding of specific industry/sector workplace cultures?	(Fleming & Haigh, 2017)
	Improved understanding of career goals	How have WIL programs contributed to improving the understanding of specific career goals?	(Drewery, Nevison, & Pretti, 2016; Fleming & Haigh, 2017; Jackson & Wilton, 2016; Wingrove & Turner, 2015)

Academic Success

This subdomain includes indicators of increases in student demand for courses/programs, increases in student engagement, increases in student retention, and increases in student motivation in course/program.

Subdomain/Factor	Indicator	Detail	Associated literature
Academic success	Increased student demand for courses or programs*	How have WIL programs contributed to increasing the student demand for certain courses or programs?	(Crump & Johnsson, 2011)
	Increased student engagement	How have WIL programs contributed to increasing student engagement?	(Patrick et al., 2008)
	Increased student retention	How have WIL programs contributed to increasing student retention?	(Jaeger, Eagan Jr., & Wirt, 2008)
	Increased student motivation in course/program	How have WIL programs contributed to increasing student motivation in certain courses or programs?	(Drysdale, McBeath, Johansson, Dressler, & Zaitseva, 2016)

Employability Skills

This subdomain includes indicators on employability differential (WIL compared to non-WIL graduates), workplace skills development, skills for labour market and economy, and improved levels of student performance in the workplace. The outcomes described in this subdomain benefit both students (as they improve current and develop new skills) and employers (as they have access to a better trained pool of students).

Subdomain/Factor	Indicator	Detail	Associated literature
Employability skills	Employability differential (WIL vs non-WIL graduates)	How do WIL programs make a difference in the employability of graduates?	(Government of Ontario, 2018; Patrick et al 2008; Sattler & Peters 2012)
	Employability / Workplace skills development	How has the WIL program contributed to the student's employability and developing key workplace skills?	(Fleming & Haigh, 2017; Jackson, 2013; Jackson, 2015; Jackson & Wilton, 2016)
	Skills for labor market and economy	How have WIL programs contributed to developing future-ready graduates with skills to contribute to the labour market and the economy	(Patrick et al., 2008; Peters et al., 2014)
	Improved levels of performance	How much did the WIL program contribute to students/graduates having higher levels of performance and being promoted faster	(Braunstein et al., 2011)

Organizational Talent

This subdomain includes indicators about talent pipeline, talent pre-screening, cost-effective training and recruitment, and leadership skills development. These are indicators that refer to the ways in which the student and the WIL experience have a positive effect on the talent, training, and development of specific skills of the employees working for the host organization.

Subdomain/Factor	Indicator	Detail	Associated literature
Organizational Talent	Talent pipeline	How much has the most recent WIL experience contributed to strengthening the organization's talent pipeline	(Drewery, Pretti, & Church, 2020; Larose Research & Strategy, 2020)
	Talent pre-screening	Pre-screening potential new hires	(Bates 2005; Patrick et al 2008; Sattler & Peters 2012)
	Cost-effective training and recruitment	How much did the WIL program contribute to cost-effective training and recruitment	(Braunstein, Takei, Wang, & Loken, 2011; Sattler & Peters, 2012)
	Leadership skills development	Leadership development opportunities provided to existing team through supervision of WIL students	(Bates, 2005)

How to measure Talent Development WIL Impacts

This section will cover the different possible approaches to measuring impacts in this particular domain. It will provide tools to gather data and analytic best practices when implementing this talent development module.

The tools described below can be used as the main method of data collection to measure the indicators included in the above subdomains.

These tools are intended to be used by your WIL program to collect data from (1) your WIL host organizations (e.g., employers and community partners) and from (2) within your PSI (e.g., WIL offices, faculty, etc.)

Quantitative data tools

These tools will facilitate the collection of data that are quantifiable and comparable. They are constructed using the literature as a basis for operationalizing various talent development criteria.

Measurements are based on Likert scale ratings: these scales measure attitudes, knowledge, perceptions, values, behavioral changes, among other concepts. A respondent will answer a Likert scale question by selecting from a series of statements that are ordered from most positive to least positive; e.g., strongly agree to strongly disagree, extremely important to not at all important, or always to never.

While Likert scales can range in the number of items in between the two extreme options, a four-point scale was selected for this tool to have a more marked division between positive and less positive responses by removing a middle or neutral option.

This section contains two series of questions: one for host organizations and one for PSIs. The two questionnaires are intended to be used together for comparison of findings. A questionnaire for host organizations and a questionnaire for PSIs are [available as part of this module](#). Some recommendations on implementation and analysis are included in the [Analytic Best Practices](#) module.

Host organization metrics

Question: In general, thinking about your experiences with students from work-integrated learning programs, please rate how impactful these experiences were in:

	Very impactful (1)	Somewhat impactful (2)	Not very impactful (3)	Not at all impactful (4)	I do not know (5)	Not applicable (6)
Strengthening the organizational talent pipeline	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pre-screening potential new hires	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Contributing to cost-effective training and recruitment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing leadership development opportunities to the existing team	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Contributing to students/graduates having higher levels of performance and being promoted faster	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other: _____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

PSI metrics

Question: In general, thinking about the WIL programs at your PSI, please rate how impactful these programs were in:

	Very impactful (1)	Somewhat impactful (2)	Not very impactful (3)	Not at all impactful (4)	I do not know (5)	Not applicable (6)
Making a difference in the employability of graduates	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Contributing to the students' employability and developing key workplace skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Developing future-ready graduates with skills to contribute to the labor market and the economy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Contributing to students/graduates having higher levels of performance and being promoted faster	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Improving the students' understanding of specific industry/sector workplace cultures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Improving the students' understanding of specific career goals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Increasing the student demand for certain courses or programs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Increasing student engagement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Increasing student retention	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Increasing student motivation in certain courses or programs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other: _____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Qualitative data tools

These tools will facilitate the collection of data that are open-ended and provide a more nuanced description that is not achievable through the quantitative tools.

The following questions can be used as part of a one-on-one interview or as part of a focus group discussion. These questions can be complemented with additional and follow-up questions based on the specific objectives of the data gathering as well as on the responses and conversations that emerge during interviews/focus groups.

These are considered semi-structured interviews in that there is a set series of questions that cover key research questions, while being open to emergent follow-up questions and themes that can arise through a given interview or focus group session.

Host organization interview guide

These questions are a starting point for conducting an interview to build on the quantitative data tool. Note that interviews are meant to be conversations and the interviewer should adapt questions based on the interviewee's responses and on the topics that emerge in each particular interview.

Additionally, and if multiple interviews/focus groups are being implemented, you can use rolling interview guides where the previous interview or focus group sessions inform changes to the questionnaires used for upcoming sessions. This is particularly useful if you want to follow up on emergent themes that are not initially included in your first interview guide.

Additional analytic best practices can be found [here](#).

1. Please share with us how your recent WIL experiences have impacted the development of talent in your organization.
 - ➔ Probe: think about your organizational talent pipeline; the pre-screening of potential new hires; contributions to cost-effective training and recruitment; leadership development opportunities for your team
2. Why do you think these WIL experiences had this kind of impact?
3. How would you measure these impacts?
4. What are some ways in which WIL programs could contribute to help with your organizational needs in this area?