



## **Addendum: Evaluation Results RBC Work Integrated Learning Program at Lakehead University**

We are pleased to provide the following Evaluation Results for the RBC Work Integrated Learning Program at Lakehead University. The results of the Evaluation are very encouraging, with a strong majority of respondents being very satisfied with the program. Respondents were also insightful in offering suggestions where they thought improvements could be made.

Evaluation Instruments (see Appendices A: Student Evaluation of Program and B: Supervisor Evaluation of Student) were distributed by email in early March to be completed at the end of the placement.

Additionally, students were required to do two reflective writing assignments. The first at the end of the fall 2017 term (during work experience) and the second at the end of the winter 2018 term (post-work experience).

The RBC WIL Reflection Map (see Appendix C) was developed as a tool to guide students through the reflective writing process; pre-work experience, during work experience and post-work experience.

The information provided below represents the results and analysis of qualitative and quantitative data collected from students and site supervisor/mentors who participated in first year (2017/2018) of the RBC Work Integrated Learning Program (WIL) currently being offered in the Faculty of Business Administration at Lakehead University.



## RESULTS

### A. Student Evaluation of Program

The evaluation instrument included a total of 8 quantitative and qualitative research questions. It should be noted that due to the small sample size 1 response represents 6%.

#### Supervisor Evaluation

Question 1 asked students to rate their placement supervisors across 14 areas. For example; provided constructive feedback, helped to motivate you, helped you acquire resources.

The ratings were based on a 5 point Likert scale with 1 = unsatisfactory and 5 = excellent. There was also a choice for N/A = not applicable. 1 response represents 6%.

Good to Excellent ranged from 61% to 89% across all 14 areas

Ratings were above 70% across 11 of the 14 areas

Fair ranged from 0% to 17% across all 14 areas.

Needs Improvement ranged from 0% to 22% across all 14 areas

Ratings of Unsatisfactory ranged from 0% to 11% across all 14 areas

The aggregate results for Question 1 show that 77% of students rated their placement supervisor as good to excellent.

**Questions 2 through 7** were based on a 5 point Likert Scale ranging from Strongly Disagree to Strongly Agree. A “prefer not to answer” choice was also included. Students could also add comments for each question.

#### Overall Experience

Question 2 asked students if RBC WIL was a positive experience overall.

94% of students agreed or strongly agreed that the experience was positive.

One student disagreed but it should be noted that the student moved to a different placement in the second half of the year and was extremely satisfied in that placement.

Typical comments were:

*“My experience being a part of the WIL program was quite positive and I liked what it was able to provide me as a student”*

*“It was a great opportunity to be a part of. However, the placement matching was not done as best it could be and as a result my placement site was not the best fit for me overall and I feel like I was not able to get everything I could from it.”*



The issue of student / placement matching was articulated by a number of students and placement supervisors. The timeframe between the program announcement and the start of the program constrained our recruitment and matching efforts. For the coming year, the community network is stronger and there will be more time for recruitment and matching, so this result is expected to improve in year two. It is a testament to the site supervisors and the students that even with that issue fully 94% of students had positive outcomes from the program.

### Physical Location and Facilities

Question 3 asked students to rate the physical location and the facilities.

83% of students agreed or strongly agreed that location and facilities were acceptable and suitable.

One student neither agreed nor disagreed and two students responded disagree.

A typical comment was

*“The office was located downtown Fort William, this was a bit difficult for me as I had to travel about 25 minutes to get to placement and often headed directly to school afterwards which made for very busy week days. However the office was a great space to work in, very open and unlike cubicles or many offices that I have worked in.”*

The theme of travel time was evident in many of the responses. Plans are in place to, as much as possible, better match students to placement sites that are reasonably accessible based on travel options and requirements.

### Schedule

Question 4 focussed on workload and schedule reasonability and achievability.

83% of students agreed or strongly agreed that these expectations were both reasonable and achievable.

One student (6%) neither agreed nor disagreed and two students (11%) disagreed.

Comments for this question varied depending on the nature of the employment situation (i.e.: start-ups, degree of change, etc.)

*“My workload was reasonable, however it was constantly changing due to the changing company structure and objectives.”*

The year level of the student also had some impact,

*“A lot of the tasks were out of my depth based on the amount of knowledge I had gained at this point of my education.”*

Other comments included

*“I worked it around my class schedule which was (thankfully) all later in the day making it easy to be there during their office hours. I was never given any task where I felt overwhelmed.”*



*“The work load that I was assigned was reasonable and achievable. I was assigned daily tasks to complete by my supervisor that were able to be completed by the end of the day. Some tasks would be continuously worked on throughout a few weeks, but these were reasonable and enjoyable to work on”.*

Plans are in place to better inform students of time commitments, to help student to develop scheduling and time management plans and to clarify roles and skill sets with both students and employers.

### Enhancing Academic Studies

Question 5 asked students if RBC WIL was an education experience that would enhance their academic degree.

84% of students agreed or strongly agreed that the RBC WIL would enhance their academic degree.

Two students (11%) neither agreed nor disagreed

One student (6%) strongly disagreed. This was the student whose placement was changed at the midpoint and the student strongly agreed from that point forward.

Comments were extremely positive for this question and included

*“Allowed me to understand what would be expected of me in this field in contrast to my education.”*

*“I was able to apply several aspects of my classroom learning to my placement and believe that in the future I can take my knowledge and apply it to my course work. I also got to see how my degree is reflected and used in the workforce which helped me figure out how to make the most out of my academic course selections.”*

### Student Needs and Interests

Question 6 asked if the RBC WIL placement fit the needs and interests of the students.

73% of students agreed or strongly agreed.

17% neither agreed nor disagreed.

12% disagreed or strongly disagreed.

The lower level of positive responses is another reflection of the student / placement matching issue that resulted from the timing of getting the program up and running. As stated previously, measures have been put in place to mitigate this issue and to ensure “good fit” for both students and employers.

Comments also reflect the matching problem but also indicate that students who experienced placements outside of their area of academic interest were still satisfied with the outcomes of the RBC WIL experience. One student commented”

*“I was hoping for a placement specific to Human Resources, but understand that there were limited placements. I still learned a lot of transferrable skills though.”*



## Work Preparation

Question 7 asked students if the RBC WIL left them feeling that they would be better prepared for the workplace as a result of the program.

89% of students agreed or strongly agreed that they felt better prepared.

11% neither agreed nor disagreed.

The comments focussed on making connections and gaining “real life” experience.

One student commented that:

*“This placement gave me a unique experience that I believe I would not have had the opportunity for without the WIL program. I was able to learn how to be more independent when working and use my own ideas to contribute to the organization. I gained experience in fields such as marketing and human resources, which I have not had in my work experience thus far. This placement also gave me an extremely different look into how the minimum wage hike is impacting businesses that employ entry level workers. It also gave me a unique view of the Human Resources industry and how much changes in the economy can impact the industry as whole and create a great deal of challenges.”*

This comment was typical and a positive endorsement that the goals of the program are being realized.

## Improvement Recommendations

Question 8, the final question, asked for suggestions to improve the program. The suggestions were thoughtful and well-articulated. The issue of placement matching came up in several of the comments and as stated above should not be an issue in the coming year.

The primary area for improvement was the scheduling, content and format of the soft skills workshop series. Many students found them difficult to attend due to scheduling conflicts. Additionally the quality of the video conferencing that was provided for the students in Orillia made it difficult for those students to feel included and interact meaningfully in the workshops.

Students have suggested a number of different ways to improve accessibility, format and quality of video conferencing. We are exploring a number of these options including; reviewing all student schedules at the beginning of the semester; and scheduling when most if not all can attend; alternate format such as webinars; exploring events that may be available at outside agencies or organizations that students could attend. The last option is being explored in partnership with the Thunder Bay Chamber of Commerce and Business Development Canada.

## RESULTS

### B. Supervisors Evaluation of Students

The evaluation instrument asked the supervisors to rate the students on two broad areas: 1) competency skills; 2) Over performance and work place readiness. The response rate was 85% (17/20)

#### COMPETENCY SKILLS

In the first section the supervisor was asked to rate the student on 7 areas of competence. For example; Ability to Learn; Creative Thinking and Problem Solving Skills.

The ratings were based on a 5 point Likert scale with 1 = unsatisfactory and 5 = excellent. There was also a choice for N/A = not applicable.

It should be noted that due to the small sample size 1 response represents 6%.

#### Ability to Learn

The students were rated on 5 areas including: observation skills, willingness to question, ability to learn from mistakes, openness to new experiences, and ability to seek out appropriate resources.

94.93% of supervisors rated the students' ability to learn across all of these areas as good to excellent.

Six supervisors comment on this question and all comments were positive

*"[The student] took any feedback that I was able to offer and made changes as necessary. If I had gone to fast over an instruction, he would ask appropriate questions. As time was often a factor, I often had to have [the student] to seek out answers on his own. This at times may have been out of his comfort zone, but I think it was an opportunity for growth."*

*"[The student] is a true student, willingness to learn and "jump" in was evident from the first meeting."*

#### Communication Skills

The students were rated on 6 areas including: reads, comprehends and follows written materials; communicates ideas and concepts clearly in writing; listens to others in an active and attentive manner; comprehends and follows verbal instructions; effectively participates in meetings or group settings; and demonstrates effective verbal communication skills.

94% of responses rated the students' communication skills across all areas as good to excellent.

Seven comments were submitted, all of which were positive.



*"[The student] was tasked with sorting/organizing various financial reports associated with a designation payout. His attention to detail enabled him to efficiently complete this task. He listened to the Finance Director's instructions, asking pertinent questions when he needed clarification. He listens more than he speaks, taking in information as it is presented to him, asking deeper level questions when required and is quick to make connections".*

*"[the student] was eager to learn about [the organization] and understood how unique our organization is and the services we provide. She has good communication and problem solving skills, and she was very competent in presenting in front of staff."*

### **Creative Thinking and Problem Solving Skills**

The students were rated on 5 areas including; seeks to understand and comprehend "the big picture"; breaks down complex tasks/problems into manageable pieces; brainstorms/develops options and ideas; respects input and ideas from other sources and people; and demonstrates an analytical capacity.

99% of responses rated the students' creative thinking and problem solving skills as good to excellent.

Seven comments were submitted, all of which were positive.

*"[The student] did quite a bit of research work for us. She was excellent in using different methods of researching to work through the problems and questions presented to her. Especially as each of the problems were from different processes, categories etc."*

*"[The student] did an excellent job at learning [the organization's] offering and also working on several key projects, developing a cost of hiring calculator and also creating robust reporting. She also produced a blog for us as well and an information video which was very polished. She required little direction for this and took the ideas communicated by me and was able to run with it."*

### **Professional and Career Development Skills**

The students were rated on 8 areas including: is prompt in showing up to work and meetings; exhibits a positive and constructive attitude; behaves in an ethical and professional manner; seeks to understand personal strengths and weaknesses; exhibits self-motivated approach to work; demonstrates ability to set appropriate priorities/goals; exhibits professional behaviour and attitude; and shows interest in determining career direction.

90% of supervisors rated the students professional and career development skills across all areas as good to excellent.

Seven comments were submitted and all were largely positive. Five supervisors made additional comments regarding the limited hours that students worked and the difficulty that presented in terms of continuity.



*“[The student] attended regular staff and committee meetings when available. [The student] also attended several Workplace Campaigns and showed a high degree of professionalism. He was eager to assist staff with transporting materials needed for presentations, and prepared himself for the workplace visits by asking the staff he was with for background information about the workplace being visited. He is consistently on time; however scheduling with him was sometimes a challenge as we were required to accommodate his school schedule and were not always sure if he would be in attendance due to those commitments.”*

### Interpersonal and Teamwork Skills

The students were rated on 5 areas including: relates to co-workers/team member effectively; manages and resolves conflicts in an effective manner; supports and contributes to a team atmosphere; controls emotions in a manner appropriated for work; and demonstrates assertive but appropriate behaviour.

~~80~~79% of responses rated students as good to excellent.

~~45~~17% responded not applicable. This can probably be attributed to the students' hours of work which would limit their capacity to become fully integrated into teams.

Seven comments were submitted, all of which were positive

*“Great work at really being an amazing part of the team!”*

*“[The student] has great interactive skills, worked well independently and interacted well with her placement leads. She exhibits a very pleasant and positive demeanour.”*

### Organizational Effectiveness Skills

The students were rated on 5 areas including: seeks to understand and support the organization's mission/goals; fits in with the norms and expectations of the organization; works within appropriate authority and decision making channels; demonstrates a sense of responsibility and confidentiality; and interacts effectively and appropriately with supervisor.

100% of supervisors rated students as good to excellent.

Six supervisors submitted comments for this section. All were positive with the exception of the following comment, which is more a reflection on the placement context than the student's competency.

*“With the limited amount of time here, combined with my busy work schedule, [The student] perhaps did not have adequate opportunity to “mingle” with others throughout the organization. Human Resources, in most organizations, requires strong relationship building skills.”*





## OVERALL PERFORMANCE AND WORKPLACE READINESS

In the second section of the Supervisors Evaluation of Student the supervisor was asked to assess the student's overall performance and workplace readiness. The assessment was based on a 5 point Likert scale ranging from strongly disagree to strongly agree. There was also a choice of "prefer not to answer".

### 1. I feel that the student will be better prepared for the workforce as a result of participation in this program.

8889% of supervisors agreed or strongly agreed

4211% chose neither agree nor disagree and commented that the students were already prepared for the work force upon starting the placement.

Of the 8 comments that were submitted, 6 were positive such as:

*"I strongly agree that [the Student] is better prepared. While she had a great set of business and professional skills, she was given a lot of freedom to accomplish her tasks and thus she developed personal responsibility and time management skills that are important for any career."*

The other two comments were neutral:

*"I would have to neither agree nor disagree. [The student] did not really gain the experience that she was after because of the type of work she was doing. However, she did show enthusiasm for the accounting world which is something she would like to pursue."*

*"I would answer Neither Agree or Disagree. [The student] has real potential in achieving her career goals. She witnessed how productive the not-for profit sector can be and has the capacity to be a productive member of an organization. She was able to ask questions to seek clarity on the tasks and effectively researched social media utilization to validate and inform of about recommendations she had."*

### 2. Overall performance of this student was good and met the expectations of my organization.

94% of supervisors agreed or strongly agreed

Out of the 7 responses 6 were positive and 1 was conditional as the student was still working on the project at the time of submission of the evaluation form.

*"Strongly agree. [The student] was a great asset to our team this year. She participated in a number of different tasks from processing AP, AR and Journal Entries to presenting financial results to Trustees, presenting budget information to the Aboriginal Education Advisory Committee and assisting in the 2018-2019 budget development. She was always very happy to lend a hand wherever needed. I would be happy to recommend [the student] to potential employers and wish her all the very best in her future endeavours."*



### 3. Would you supervise this student again?

8889% answered yes

6% (1) answered no

6% (1) were uncertain

Respondents were asked to comment if the answer was no or uncertain.

*"This student's career goals and objectives were not a great match for this work place experience; however, I do believe that there were meaningful learning opportunities and that the experience was helpful."*

*"I believe that the hours the WIL set for students (6 hours per week) is a great start. Additional commitments outside of school (such as work or volunteering) may need to be considered to ensure students have time and flexibility to participate in aspects of the organization that would enhance their learning."*

Planning for the coming academic year is addressing the matching between students and organizations, and measures will be implemented that insure that the students schedule is suitable for both the student and the organization.

### 4. Would your organization hire this student?

7577% responded yes

42.512% responded no

42.512% responded uncertain

Respondents were asked to comment if the answer was no or uncertain.

Eight comments were submitted. Seven of these said they would hire if they had the resources or an opening.

For example, *"Absolutely, if funding and project work was available. I highly recommend him."*

The supervisor that answered no said that the student was *"not yet experienced enough for our field of work."*

### 5. Would your organization be willing to participate in the RBC Work Integrated Learning Program in future years?

8889% responded yes

4211% responded uncertain.

Respondents were asked to comment if the answer was no or uncertain.



The following comment is from a placement that broke down due to a staffing change. The supervisor that had done the orientation and the site profile left the organization and the student was not assigned a suitable supervisor or workload. The student was moved to another placement at the midpoint that was very successful. To avoid similar situations in the future students and supervisors will be contacted earlier in the placement to monitor any issues arising.

*“Because of the type of work that we do, it was difficult to give the student the needed experience that the program would like them to develop. The time allowed for the placement is not enough time to give the student the opportunity to “integrate” and achieve the skills that are desired.”*

The other supervisor that was uncertain said

*“I have participated in other programs, that as an employer we were able to determine suitability. Some individuals do not fit within different organizations. I would have liked the opportunity to interview candidates prior to being told this was the student we were assigned.”*

This issue will be dealt with through a more thorough recruitment and matching process made possible by an earlier start in the recruitment process.

## 6. What would have improved your WIL experience?

There were 13 responses that gave thoughtful suggestions to enhance the program. Many of them spoke to the matching issue which is currently being addressed. Some asked for more clarity and guidance at the beginning of the placement. These particularly spoke to role clarity and scheduling.

Typical of the comments was

*“A possible improvement may be having more guidelines for the program, such as what is expected of the student and the supervisor (specific things that must be met during the course of the program) in order to ensure that the student is getting the best experience possible. I was worried that because [the student] was unable to meet/work directly with clients that she may not have had the same experiences as some of the others participating in the program. However, it is a unique experience to work in a law firm and there were some great opportunities to witness the business side of a firm. Going forward it would be great to know if there are other options we can create for students in order to get the maximum benefit from the placement.”*

## C. Student Reflective Writing

The Reflective Writing process allowed students to:

1. describe the work experience and intended outcomes,
2. do a self-examination of the work experience, and
3. articulate their learning and to articulate their individual challenges and growth.

Students were asked to include a description of the organization and provide details of interactions with the supervisor, other staff and clients.

They were also asked to examine their initial learning goals and how they may have changed or developed over the course of the placement.

Students included reflection of self-awareness in terms of personal strengths and weaknesses and described how their understanding of “real world experience” had grown.

The RBC WIL Reflection Map (see Appendix C) was developed as a tool to guide students through the reflective process; pre-work experience, during work experience and post-work experience.

### Reflective Writing Sample

The following are one student's Articulation of Learning sections both during and post work:

#### ***During Work:***

*“Regarding professionalism, I learned the most when sitting in on sales calls with [supervisor]. Specifically, how he is very direct with potential customers, but remains sincere. I aim to work in human resources and I think these are two important traits to possess. I think that to best work with employees you need to stand your ground and be direct, but also remain genuine and empathetic.*

*I also learned more about inventory and costing through the projects I completed. I had previously learned about inventory at my last job, but it was interesting to see and participate in the development of the system. I had learned about costing in my marketing classes, but it was great to see it put into practice and the importance of it. As I complete my degree, I think it is invaluable to gain knowledge in other areas of business to better understand how organizations work together for my future career.*

*Regarding myself, it has become more evident to me that I need to improve my communication skills. In particular, negotiation has been a weakness of mine. I have been able to learn how to better present myself and my ideas through observing sales calls. Though obvious, it was great to see how much I have to learn in terms of how organizations work together and are run. I am looking forward to getting to know the company better and learn how to analyze market data.”*



**Post Work:**

*“Regarding professionalism, I learned the most from sitting in on meetings with my supervisor and conducting primary research. I was able to observe how partnerships with the brewery are developed and how the brewery undertakes certain initiatives with the city. I also improved my business communication skills by communicating with different people and organizations in the craft brewing industry.*

*Negotiation is important in human resources when coming to an agreement with employees. Negotiation is also a very important skill in business in general and possessing the skills to clearly articulate your ideas as well as convince people of your ideas will be hugely beneficial for me upon graduation. This is the same for communication skills. I feel readier for a career after graduation from the skills I gained through my placement.*

*Regarding myself, it has become more evident to me that I still need to improve my communication skills. In particular, negotiation has been a weakness of mine. I have been able to learn how to better present myself and my ideas through observing sales calls and applying those skills when presenting my ideas and research. Though obvious, it was great to see how much I have to learn in terms of how organizations work together and are run. I am really grateful for this amazing experience.”*

This sample is typical of the experience, confidence, self-management and self-awareness that students developed during the RBC WIL experience.

The reflective writing by students is valuable not only to the student but is also valuable to guide the continuing success of RBC WIL at Lakehead University.

## **D. Summary of Evaluation Processes**

It is evident from the evaluation done by students and site supervisors that the RBC WIL Pilot Project at Lakehead University has proven to be a successful and valuable addition to the students, the University and the business communities in both Thunder Bay and Orillia. Both students and site supervisors were clear that they felt the program had significant impact on “work-place readiness” through the development of skills and growing self-awareness and confidence.

In the second year of the Pilot Project we will continue to build on the successes and learn from the experiences of students and site supervisors.

## Appendix A - RBC WIL Student Evaluation of Program

2017/2018

Your feedback will help to evaluate this program and improve future programming.

Name:  Click or tap here to enter text.

Placement:  Click or tap here to enter text.

### 1. Please identify how you feel your placement supervisor rated in each of the following areas.

The assessment ratings ranges from 1 to 5 are as follows:

1 = Unsatisfactory	Never demonstrates this ability / does not meet expectations
2 = Needs Improvement	Seldom demonstrates this ability / rarely meets expectations
3 = Fair	Sometimes demonstrates this ability / meets expectations
4 = Good	Usually demonstrates this ability / sometimes exceed expectations
5 = Excellent	Always demonstrates this ability / consistently exceeds expectations
N/A = Not Applicable	Not applicable to this placement experience

Was knowledgeable	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	NA <input type="checkbox"/>
Listened to you	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	NA <input type="checkbox"/>
Provided constructive feedback	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	NA <input type="checkbox"/>
Accommodated your learning style	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	NA <input type="checkbox"/>
Set clear expectations of relationship	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	NA <input type="checkbox"/>
Aligned his/her expectations with your own	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	NA <input type="checkbox"/> Helped
you to set goals	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	NA <input type="checkbox"/> Helped you to
develop strategies to meet goals	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	NA <input type="checkbox"/>
Used strategies to enhance your understanding of key concepts	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	NA <input type="checkbox"/>
Helped to motivate you	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	NA <input type="checkbox"/> Helped
build your confidence	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	NA <input type="checkbox"/>
Acknowledged your contributions	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	NA <input type="checkbox"/> Helped
you to develop a network	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	NA <input type="checkbox"/>

Helped you acquire resources 1  2  3  4  5  NA

For Questions 2 through 6 please indicate the extent to which you agree or disagree with the following statements:

**2. The WIL program was a positive experience overall.**

Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree	Prefer not to answer
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments and suggestions: [Click or tap here to enter text.](#)

**3. The site placement physical location and facilities were acceptable and suitable for the work I was assigned. (e.g. building/ landscape, location, comfort, convenience, etc.)**

Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree	Prefer not to answer
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments and suggestions: [Click or tap here to enter text.](#)

**4. My work load and schedule were reasonable and achievable.**

Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree	Prefer not to answer
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments and suggestions: [Click or tap here to enter text.](#)

**5. The WIL program was an educational experience that will enhance my academic degree?**

Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree	Prefer not to answer
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Comments and suggestions: Click or tap here to enter text.

**6. The WIL placement fit my needs and interests.**

<b>Strongly disagree</b>	<b>Disagree</b>	<b>Neither agree nor disagree</b>	<b>Agree</b>	<b>Strongly agree</b>	<b>Prefer not to answer</b>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments and suggestions: Click or tap here to enter text.

**7. I feel that I will be better prepared for the workforce as a result of participating in this program.**

<b>Strongly disagree</b>	<b>Disagree</b>	<b>Neither agree nor disagree</b>	<b>Agree</b>	<b>Strongly agree</b>	<b>Prefer not to answer</b>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments: Click or tap here to enter text.

**8. What would have improved your WIL experience? (Including ideas to improve this questionnaire)?**

Click or tap here to enter text.

Please return the completed form to:

Maryann Kleynendorst, MSc (Mgmt)

Experiential Learning Navigator  
 Sessional Lecturer  
 Faculty of Business Administration  
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 UC 262  
 87-346-7753  
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## **Appendix B - WIL Supervisor Evaluation of Student**

**(To be completed by the Placement Supervisor)**

Student Name: Click or tap here to enter text.

Date: Click or tap here to enter text.

This form is designed to provide feedback to the student about their work and professional skills and competencies. The assessment ratings ranges from 1 to 5 are as follows:

- |                       |  |
|-----------------------|--|
| 1 = Unsatisfactory    | Never demonstrates this ability / does not meet expectations         |
| 2 = Needs Improvement | Seldom demonstrates this ability / rarely meets expectations         |
| 3 = Fair              | Sometimes demonstrates this ability / meets expectations             |
| 4 = Good              | Usually demonstrates this ability / sometimes exceed expectations    |
| 5 = Excellent         | Always demonstrates this ability / consistently exceeds expectations |
| N/A = Not Applicable  | Not applicable to this placement experience                          |

**Please click on the appropriate check boxes:**

**A. Ability to Learn**

		1	2	3	4	5	N/A
1.	Observes and/or pays attention to others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	Asks pertinent and purposeful questions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	Seeks out and utilizes appropriate resources.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.	Accepts responsibility for mistakes and learns from experiences.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.	Open to new experiences; takes appropriate risks.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments: Click or tap here to enter text.

**B. Communication Skills (e.g. Reading / Writing / Listening and Oral Communication Skills)**

		1	2	3	4	5	N/A
1.	Reads, comprehends and follows written materials.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	Communicates ideas and concepts clearly in writing.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3..	Listens to others in an active and attentive manner.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.	Comprehends and follows verbal instructions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.	Effectively participates in meetings or group settings.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.	Demonstrates effective verbal communication skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments: [Click or tap here to enter text.](#)

**C. Creative Thinking and Problem Solving Skills**

		1	2	3	4	5	N/A
1.	Seeks to comprehend and understand the “big picture”.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	Breaks down complex tasks/problems into manageable pieces.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	Brainstorms/develops options and ideas.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.	Respects input and ideas from other sources and people.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.	Demonstrates an analytical capacity.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments: [Click or tap here to enter text.](#)

**D. Professional and Career Development Skills**

		1	2	3	4	5	N/A
1.	Is prompt in showing up to work and meetings.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	Exhibits a positive and constructive attitude.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	Behaves in an ethical and professional manner.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.	Seeks to understand personal strengths and weaknesses.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.	Exhibits self-motivated approach to work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.	Demonstrates ability to set appropriate priorities/goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.	Exhibits professional behavior and attitude.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.	Shows interest in determining career direction.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments: Click or tap here to enter text.

<b>E. Interpersonal and Teamwork Skills</b>		1	2	3	4	5	N/A
1.	Relates to co-workers/team members effectively.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	Manages and resolves conflicts in an effective manner.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	Supports and contributes to a team atmosphere.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.	Controls emotions in a manner appropriate for work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.	Demonstrates assertive but appropriate behavior.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments: Click or tap here to enter text.

<b>F. Organizational Effectiveness Skills</b>		1	2	3	4	5	N/A
1.	Seeks to understand and support the organization’s mission/goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	Fits in with the norms and expectations of the organization.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	Works within appropriate authority and decision-making channels.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.	Demonstrates a sense of responsibility and confidentiality.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.	Interacts effectively and appropriately with supervisor.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments: Click or tap here to enter text.

**G. Overall Performance and Workplace Readiness.** Please indicate the extent you agree or disagree with the following two statements

1. I feel that the student will be better prepared for the workforce as a result of participating in this program.

<b>Strongly disagree</b>	<b>Disagree</b>	<b>Neither agree nor disagree</b>	<b>Agree</b>	<b>Strongly agree</b>	<b>Prefer not to answer</b>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments: Click or tap here to enter text.

2. Overall performance of this student was good and met the expectations of my organization:

Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree	Prefer not to answer
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments: Click or tap here to enter text.

3. Would you supervise this student again?

If no, please explain: Click or tap here to enter text.

Choose an item.

4. Would your organization hire this student?

If no, please explain: Click or tap here to enter text.

Choose an item.

5. Would your organization be willing to participate in the RBC Work Integrated Learning Program in future years? Choose an item.

If no, please explain: Click or tap here to enter text.

**J. What would have improved your WIL experience? (Including ideas to improve this questionnaire)?**

: Click or tap here to enter text.

I have  I have not discussed this assessment with the student.

**Supervisor Name:** Click or tap here to enter text. **Date of Assessment:** Click or tap here to enter text.

Please return the completed form to:

Maryann Kleynendorst, MSc (Mgmt)  
 Experiential Learning Navigator  
 Sessional Lecturer  
 Faculty of Business Administration  
 Lakehead University  
 UC 2062  
 807-346-7753  
[mkleynen@lakeheadu.ca](mailto:mkleynen@lakeheadu.ca)

## Appendix C - RBC WIL Reflection Map

	Pre-work Experience	During Work Experience	Post-work Experience
Reflect alone	<p><b>Reflection activities:</b> Develop your personal profile and learning plan incorporating personal and professional learning goals and outcomes</p>	<p><b>Reflection activities:</b> You may choose to keep track of your learning and activities using your eportfolio throughout your placement. This can be then captured in your mid-point 2-3 page report incorporating reflection on progress and learning to date.</p> <p>Your eportfolio can also be used for lifelong learning by inserting artifacts (photos, pictures, quotes, videos, documents), and reflections on other aspects of your career and academic path.</p>	<p><b>Reflection activities:</b> Again, using your eportfolio entries, write final 2-3 page report incorporating your reflections on how well you were able to achieve your personal and professional goals and other important learning.</p>
Reflect with Peers	<p><b>Reflection activities:</b> Share learning plan with at least one other student in WIL through your eportfolio program and exchange feedback and ideas.</p>	<p><b>Reflection activities:</b> Using your eportfolio, share mid-point report with at least one other student to exchange feedback.</p>	<p><b>Reflection activities:</b> Using key content covered in your final report, develop and share presentation on your experience and significant learnings with placement site staff, supervisor/mentor, WIL program students and other FOBA students.</p>
Reflect with Placement Supervisor and Experiential Learning Navigator	<p><b>Reflection activities:</b> Share your personal profile and learning plan with placement supervisor/mentor and Experiential Learning Navigator to discuss, negotiate and receive feedback</p>	<p><b>Reflection activities:</b> Share your mid-point report with both supervisor/mentor and Experiential Learning Navigator for feedback and resolve any potential issues and challenges you may be facing in placement</p>	<p><b>Reflection activities:</b> Utilizing key content covered in your final report, develop and share presentation describing your experience and key learnings with placement site staff and supervisor, other WIL program students and general FOBA students</p>

See next page for instructions.

## Reflection Reports Instructions

Your two 2-3 page reports are critical parts of your reflection on your work experience and should include the following elements:

**Description of work experience and intended learning outcomes.** Provide a description of the worksite, including your roles and responsibilities. Describe what took place during your work experience by answering the following questions: How would you describe *your day*? *Who was present*? *What did you and others do*? *What did you see, hear, etc.*? In this section, you should list your intended learning outcomes of the work experience and an explanation of how your learning goals may have changed over the course of your work experience (if applicable).

**Examination of placement experience.** Provide a critical examination of your work experience by answering the following questions:

- *How did this experience make me feel (positively and/or negatively) before starting the work experience, half-way through and upon completion?*
- *In what ways did you succeed or do well?*
- *In what ways were you challenged?*
- *How has your perspective/thoughts changed in light of your experience?*

You will repeat this exercise twice. The first time you ask yourself these questions, think about your general work experience. Following your general examination of your work experience, choose a specific topic covered in one of the workshops (e.g., communication, decision making, teamwork, leadership) and define the professional skill. Repeat the questions above, this time focusing on your experiences in the workplace related to the topic of focus. Be sure to provide specific examples. Repeat this exercise for 2 different course topics; once in the midpoint report and once in your final report.

**Articulation of learning.** Provide a summary of your learning in the workplace by answering the following questions as they relate to: 1) your learning about professionalism; 2) your learning about job specific knowledge and skills; and 3) your learning about yourself.

- *What did I learn through my work experience?*
- *How did I learn it?*
- *Why is this learning important for me as a developing practitioner?*
- *What will I do in my future practice in light of this learning?*

It is recommended that you organize your report into 1) Description of placement and intended learning outcomes; and 2) Examination of placement experience