WIL Employer Readiness Self-Assessment

Step 1: Identify something for the student to do

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| Project Assistance |
| Are there any projects you could use a student’s assistance on?  |
|       |
| Feasible? | Appropriate? |
| [ ]  | Would the employee(s) responsible for the project(s) be able to make progress if they had assistance? | [ ]  | Is the assistance required on these projects within a WIL student’s capabilities? |
| [ ]  | Is that employee(s) able and willing to work with a WIL student during the specified time? | [ ]  | Will the assistance needed give the WIL student an opportunity to learn and grow? |

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| Regular Tasks |
| Are there any regular tasks you could use help with |
|       |
| Feasible? | Appropriate? |
| [ ]  | Is the benefit of freeing an employee from these tasks greater than the cost of training a WIL student? | [ ]  | Are the tasks within a WIL student’s capabilities? |
| [ ]  | Will an employee take on these tasks again at the end of the term or will you consider making these into a regular WIL position? | [ ]  | Will the combination of tasks give the WIL student a realistic work experience – both enjoyable and mundane? |

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| Innovation Work |
| Are there any projects on the go where a student(s) could bring a new perspective?  |
|       |
| Feasible? | Appropriate? |
| [ ]  | Do you have the ability to invest any time or resources that might be required for a WIL student to participate in or take on this project (e.g. equipment, data, etc.)? | [ ]  | Is the project or question you are looking to investigate defined enough for a WIL student to take it on (or could it be)? |
| [ ]  | Is the innovation or research within a WIL student’s capabilities while also stretching them? |

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| Time Calculation |
| How much time each week/month/term could you see the student devoting to each of the task categories above (only tasks that meet the feasible and appropriate requirements)?  |
| Project Assistance | Regular Tasks | Innovation Work |
|       |       |       |

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| Does the time needed (only for both add up to approximately 80 to 90% of a full-time position for approx. 4 months (allowing for time for training, supervision, etc.)? | [ ]  | Yes – Continue to Step 2 |
| [ ]  | No – Check out our resources on part-time or other non-traditional WIL opportunities. |

Step 2: Assess your ability to provide adequate support

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| Onboarding |

NO

Do you have the time and resources to develop an onboarding program before the student starts?

Do you currently have an onboarding program that could be adapted for students?

YES

YES

NO

Do you have the time and resources to make those adaptations before the
student starts?

CONTINUE

Consider waiting until you do

YES

NO

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| Supervision |
| List below the people who might be able to help supervise the student. You may want to discuss the possibility with them and then indicate whether they would have the ability and capacity to fully or partially take on that responsibility. |
| Possible Supervisor | Full | Partial | None |
|       | [ ]  | [ ]  | [ ]  |
|       | [ ]  | [ ]  | [ ]  |
|       | [ ]  | [ ]  | [ ]  |
|       | [ ]  | [ ]  | [ ]  |
|       | [ ]  | [ ]  | [ ]  |

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| Are you able to provide adequate supervision via one individual or a team of individuals? | [ ]  | Yes – Continue |
| [ ]  | No – Consider waiting until you do |

The other two categories of support include **integration** and **opportunities** to learn. These are more difficult to measure, however, keep in mind that both are key qualities of a positive WIL experience, as reported by students. You may want to put some thought into your ability to provide both of these.