

KEY FINDINGS FROM RECENT WATGAGE RESEARCH

1. Students think about the quality of their work experience in terms of:
 - Learning: About themselves, the workplace, and their career opportunities and interests
 - Impact: Making a meaningful contribution to the organization
 - Relatedness: Linked to both academic experiences and future career paths
2. Several factors enhance the quality of the student experience, including:
 - Learning environment: The degree to which the workplace supports learning
 - Excellent roles: Clear, autonomous, and free from conflict
 - Support: The extent to which students feel supported by and fit-in with their co-workers
3. Supervisors have several orientations to supervision: They tend to see their students primarily as students first and employees second; several supervisors do see students primarily as employees (but this is a smaller group)
4. There are two key features of students who receive high evaluations from their supervisors:
 - Organizational citizenship behaviour: "Going above and beyond"
 - Person-organization fit: Bond between student, organizations' mission/values and people
5. The onboarding and training stage is difficult for supervisors because:
 - No one-size-fits all solution to different students
 - First few weeks of the term require substantial investment of time and energy
 - They tend not to have formal training regarding supervising students
6. Supervisors have offered several potential strategies to improve the success of the work term:
 - Teach students about supervisors' expectations and beliefs/perspectives prior to the work term
 - Educate students about the importance of organizational citizenship behaviours and P-O fit
 - Have students present a reflection of their work term to incoming students
 - Invest resources in students early to create a self-managing system
 - Have students help in the onboarding and training of incoming students
7. Evidence from our research shows that:
 - Students have a clearer picture of their careers when they are given the opportunity to reflect
 - There is a clear link between adjustment (learning the role, fitting in) and performance
 - Environments that allow students to explore and learn are seen as more related and meaningful
 - Experiences seen as more related/relevant are linked with students' performance