

# Work-Integrated Learning in British Columbia

TALENT MATCH

&

TALENT 4 NON-PROFITS

June 2022



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# Table of Contents



Approach



Key Findings



Pre-employment



Application and Selection



Onboard and Engage



Appendix: Recruitment text,  
Remote Work and Additional  
Quotes



**Why? How? Who?**

## BACKGROUND

Talent MATCH and Talent 4 Non-Profits work with students and organizations in British Columbia to navigate the Work-Integrated Learning (WIL) process. While MATCH has a focus on the needs of Museums, Arts, Tourism, Culture, and Hospitality (MATCH) students and organizations, Talent 4 Non-Profits works with more broadly defined not for profit organizations

## OBJECTIVES

Talent MATCH and Talent 4 Non-Profits can identify funding sources, connect organizations with post-secondary programs, and help organizations recruit and onboard students

The purpose of this project was to better understand the needs of both employers and students in order to understand where to focus development resources for these audiences



## THE METHOD

In-depth-interviews (~40 mins) conducted over phone or video between March to May 2022.

We spoke with both students and employers

Students



n=12

Employers



n=15

## THE SAMPLE

Interview participants were invited and selected with a goal of speaking to a distribution of employers and students from key industries and regions across British Columbia

Most participants were recruited through Talent MATCH and Talent 4 Non-Profits organizations, with a small sample being more broadly recruited

# Who we spoke with

## EMPLOYERS

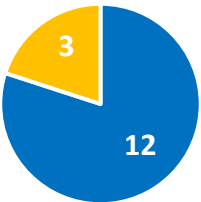
n=15

Sector



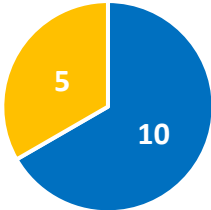
- Museum
- Arts/Culture
- Hospitality
- Other

Organization Type



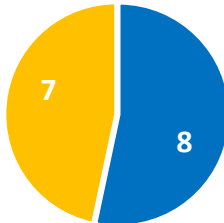
- NfP / Public
- Private

Size of town



- Larger (i.e. Vancouver, Kamloops)
- Smaller (i.e. Golden, Hope)

# Staff

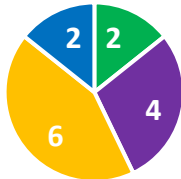


- Under 10
- 10 or more

## STUDENTS

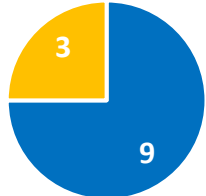
n=12

Area of study



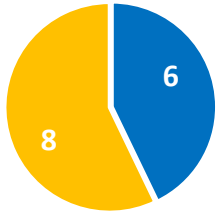
- Arts/Cultures
- Tourism/Hospitality
- Arts / Social sciences
- Other

Location



- Vancouver
- Outside Vancouver

Years of study



- First 2 years
- Close to graduation

Participants also reflected a diverse range across age, ethnicity, sexuality, etc.



# Key Findings

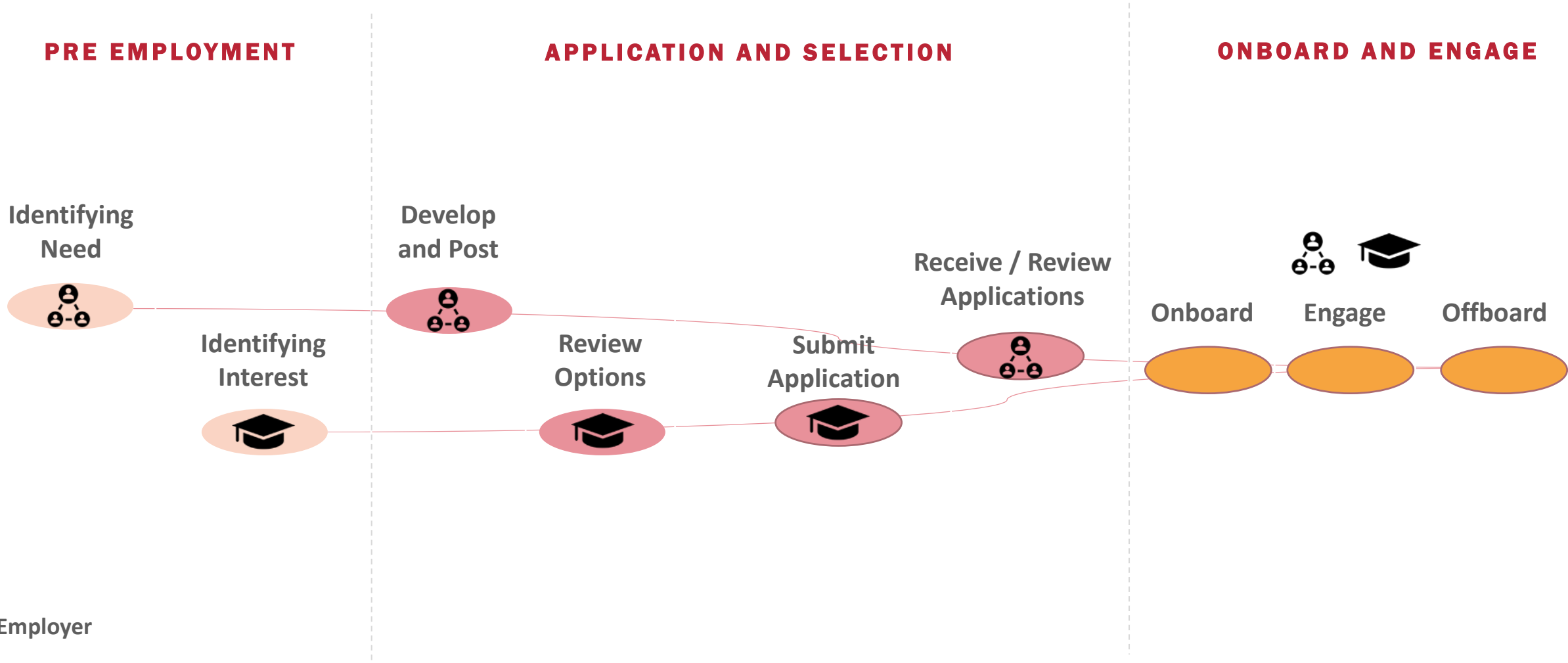
## The Takeaways

Employers and students experience different types of challenges across their Work-Integrated Learning (WIL) journey from pre-employment through to onboarding and engagement

- For **both Employers** and **Students** there is a **general limited understanding** and **awareness** of these WIL programs.
  - Those that **are aware** of these programs are open to implementing them.
  - This study observed that those that were aware of WIL had been **highly likely to have participated** in these programs when they were students.
  - This is an opportunity to **'activate' alumni** of these programs as advocates as another channel to promote the benefits.
- For **Employers**, challenges range across **staffing constraints, economic and funding limits, and labour market conditions** that limit their ability to use WIL.
  - The **exposure to Talent MATCH/4 Non-Profits** content helped them **recognize the benefits and addressed many concerns**.
  - Employers will generally **benefit** from **tools** that **show** the **ROI** and benefits of these programs, as well as opportunities that **streamline their access to funding**.
  - **Smaller organizations** will benefit from resources for **onboarding and engaging**, which the larger ones typically have in place.
  - Those **in less urban centres**, where **housing is a significant barrier**, will benefit from creative approaches to hiring, such as **local collaborations on job sharing and remote work**.
- For **Students**, it is not just **lack of familiarity** with the concept of WIL programs, but a **(mis)perception** they are mostly relevant and available to those **in business and science** programs.
  - Students will benefit from the **resources Talent MATCH/4 Non-Profits offer (and have in development)**, specifically a **repository for job searching, tips on the job application journey, resources to be successful in finding and sustaining roles**.
  - WIL could generally be an opportunity for arts, humanities, social science students to become more familiar with the broader opportunities available to them with their degree programs.

# The Employer & Student Share their Journeys

It is helpful to consider the journey that is shared by both employees and candidates in order to identify the areas that will most benefit from support from Talent MATCH/4 Non-Profits



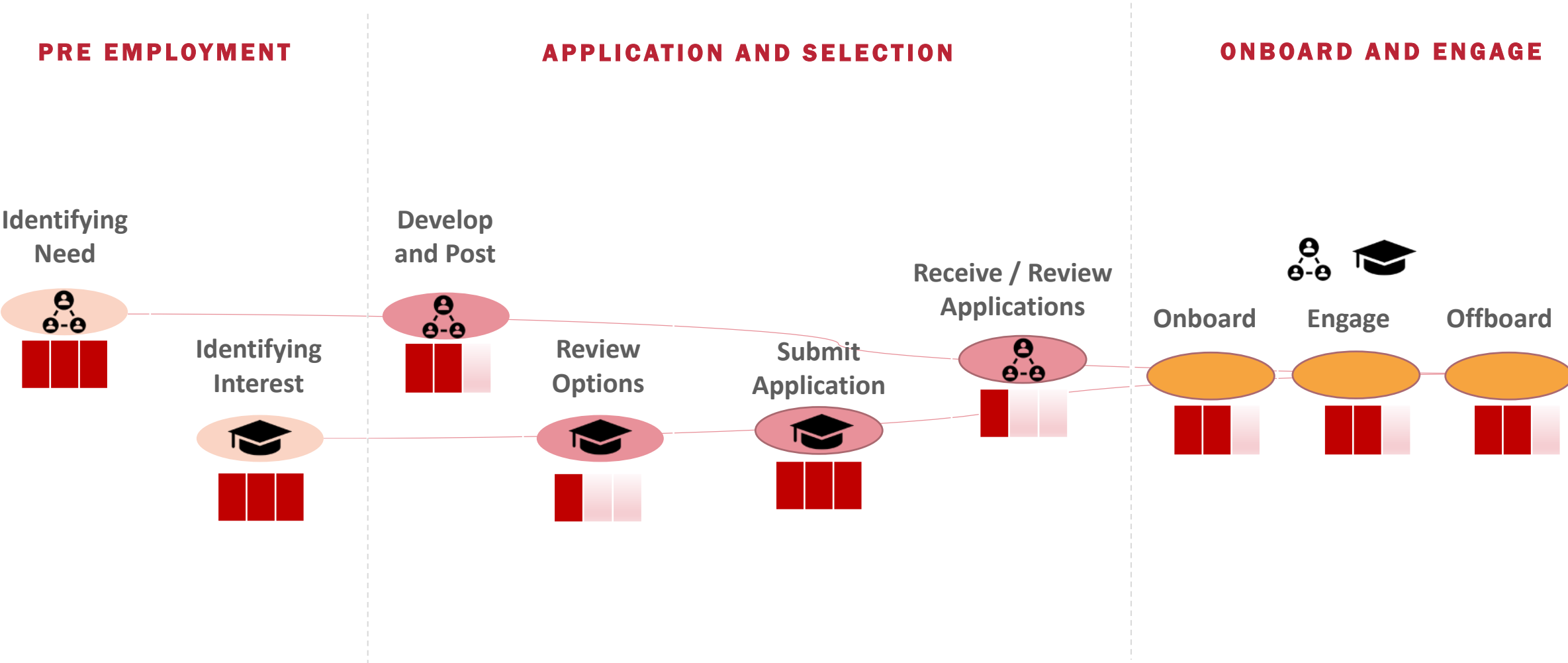
Employer




Student

# Pain points vary by phase of the journey, differing for Employers and Students

At different stages of the journey, the employer or student will be experiencing challenges that create hurdles to them moving forward. These pain points differ depending on if you are a candidate or an employer at the *pre-employment* and the *recruit and hire* stages, but become shared pain points as they move to *onboarding and engagement*



 Indicates level of challenge typically experienced at this stage. More squares are more challenges being experienced.



# The Employer & Student Journey: Pain Points

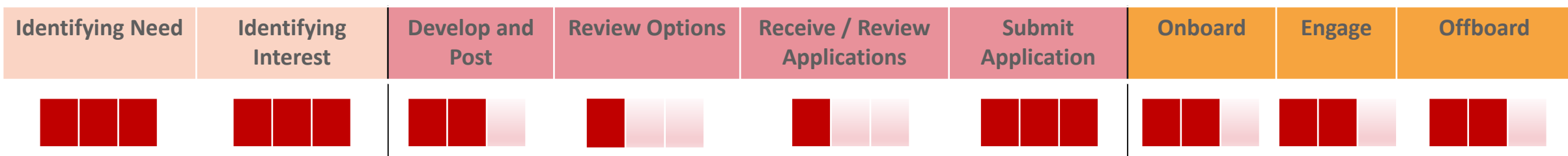
At each stage, employers and students encounter some persistent challenges. For employers, it ranges *across staffing constraints, economic and funding limits, and labour market conditions* that limit their ability to use WIL. For students, it comes down to their *lack of understanding and interest, and limited experiences* to understand how to best take advantage of WIL.


## PRE EMPLOYMENT

## APPLICATION AND SELECTION

## ONBOARD AND ENGAGE

	<ul style="list-style-type: none"> <li>Staffing constraints</li> <li>Economic and funding limits</li> <li>Labour market conditions</li> <li>Limited knowledge of roles to offer students</li> </ul>	<ul style="list-style-type: none"> <li>Staffing constraints</li> <li>Structuring a job posting</li> <li>Lack of clarity on the where/how to post</li> </ul>				<ul style="list-style-type: none"> <li>Staffing constraints</li> <li>Challenge with finding staff to manage students and maintain support through the WIL</li> </ul>		
	<ul style="list-style-type: none"> <li>Understanding of opportunities</li> <li>Interest in WIL</li> </ul>	<ul style="list-style-type: none"> <li>Uncertainty about expectations</li> <li>Lack of experience</li> </ul>				<ul style="list-style-type: none"> <li>Lack of experience to navigate organizations</li> <li>Understanding of opportunities with these roles</li> </ul>		




 Indicates level of challenge typically experienced at this stage. More squares are more challenges being experienced

# Prioritizing the opportunities across this journey

A variety of opportunities exist to support the local market, the question will be where to prioritize time against your goals and projects already underway.

## PRE EMPLOYMENT



### Identifying Need

### Identifying Interest

- Promotion of Talent MATCH as a gateway to funding sources and WIL programs ★☆☆
- Collect and share opportunities to work with students remotely ★☆☆
- Collaborations for employers to work together and even share student resources ★★★
- BIG IDEA:
- Advocacy for supporting housing constraints in rural parts of British Columbia. ★★★
- Ideas such as promoting home stays for WIL students across the province ★★★

## APPLICATION AND SELECTION



### Develop and Post

### Review Options

- For employers: Repository of common job descriptions by sectors – both to name roles and broaden opportunities with students ★☆☆
- Consider industry based guides to sources of students so that employers are aware of the breadth of options available to them ★☆☆
- For students: Partnerships with smaller institutions and programs that may not have co-op programs in place ★☆☆



### Receive / Review Applications

### Submit Application

- For employers: Consider an outsourced service to support resume review and cover letter development ★★★
- For students: Cover letter and resume building skills program development – and- promotion of this service (from you or from partners) ★☆☆

## ONBOARD AND ENGAGE



### Onboard

### Engage

### Offboard

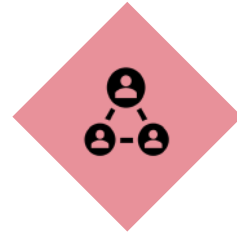
- Mentee and Mentor 101 resources ★☆☆
- ROI training: Building and tracking to understand the benefit: # ideas; # process changes; # quality of life index for workplaces with WIL ★☆☆
- On demand professional development: begin with 'getting out of an academic bubble'
- Networking opportunities for employers and students to meet, and maintain contact with alumni for developing career options ★☆☆



Ease of implementation of consideration > More stars means more effort required

## Talent MATCH who?

- ◆ Despite being the source of many of these interviews, very few participants were aware of Talent MATCH, Talent 4 Non-Profits or what services they provided
- ◆ While not being familiar with the organization, many employers benefit from emails from Talent MATCH and Talent 4 Non-Profits sharing industry opportunities. They are looking forward to working with Talent MATCH/4Non-Profits in securing funds and finding students for the upcoming terms
- ◆ However, as the source of many of the study participants, there is a bias to the understanding of the market that we moderated in our analysis



### Employer perspective

*I do not know much or have a great understanding of what, where, and how they do. But I wish I had known about it before. I think I get emails from them (Talent MATCH) but I never get the chance to look at them*

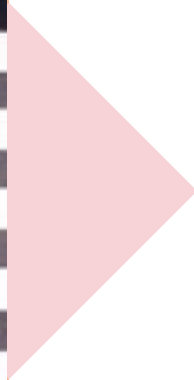
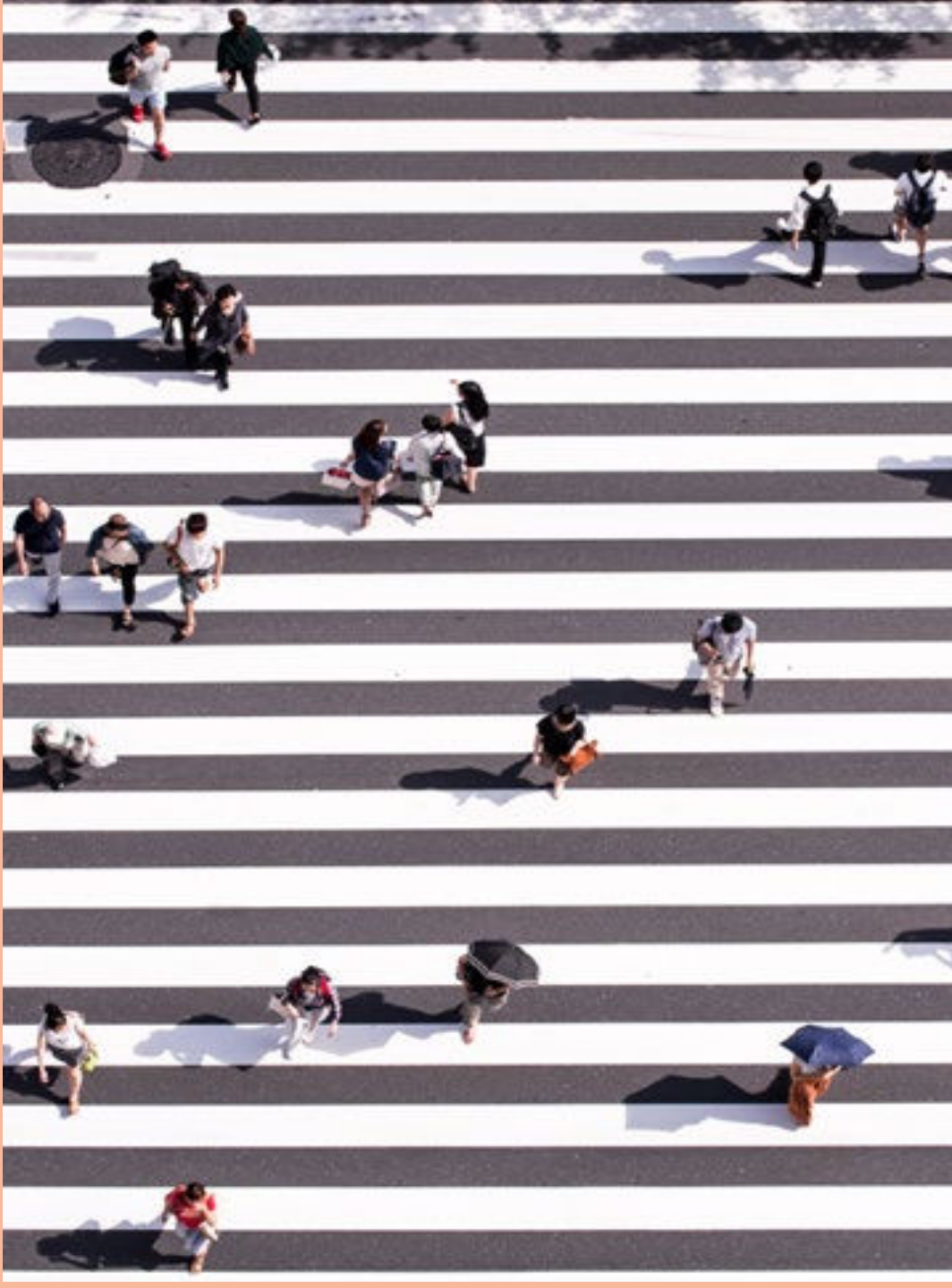


### Student perspective

*I heard about this from a professor email about this opportunity...No idea who they are...I thought it was a Disney star thing- scouting a new Disney star...*



# Detailed Findings



## Pre - employment



## Pre-Employment: Employers perspective - macro

- ◆ Failure to launch – impacts largely out of their control
- ◆ COVID impacts cause employers to be even more stretched limiting their time to dedicate to WIL
- ◆ Also, housing shortages across the province limit opportunity to hire for those outside of Vancouver and Victoria

### COVID IMPACTS TO LABOUR MARKET

MATCH industries lost talent in the pandemic to other industries and have not yet recovered that talent. This leads to a general question about how and where to find labour now that their former gig employees have alternative full time work. It also means they have even less bandwidth to consider bringing on WIL talent.

*With COVID, our (the Arts&Culture) sector comprised those juggling different roles, side hustles, and gigs. They could not sustain this during the pandemic, and so many workers left the sector. They found other jobs that could ensure stable income....Not sure if we will get those people back.*

### COVID IMPACT TO OPERATIONS

Many did not hire through COVID: their own operations were shut down or minimized and as such had little time to pay attention to student placements.

*We are just getting re opened for the season after having been shut down with COVID. There is a lot of catching up and this has barely been on our radar.*

### HOUSING SHORTAGES

National housing shortage limits who is available, particularly an issue outside of Vancouver/Victoria. It means they are reluctant to hire anyone unless they know of someone local available for the role.

*We are currently looking for 2 additional summer students and have had one applicant so far. The fact is that housing is ridiculously expensive and hard to come by. There is a chance that we find people for our positions, they are local returning home living with their parents.*



## Pre-Employment: Employers perspective - micro

- ◆ **Failure to launch** – impacts largely within their control to identify the need.
- ◆ They could benefit from support to identify and develop WIL descriptions and secure funding. With such limited resources to do their every day jobs, this is often neglected as a luxury.

### IDENTIFYING NEED

Many employers struggled to identify the appropriate roles and tasks that could be set aside for a student.

WIL never comes to mind because they cannot imagine what precisely could be set aside for a summer student.

*Summer students were short and could be task based. With a co-op we had to set up a role, and know what we wanted to use them for...identify work skills that are useful to them... in the co-op it is a clear mandate... skill and knowledge development and help them build themselves... and that is really hard to do.*

The organizations that are successful have a leader who understands the benefits and can bring someone in.

Often they have a specific role that benefits from short term and contract workers that is already defined within the organization.

*We create a job to help everyone in the department, people can come in and help with different portfolios. We want to cultivate that next generation. Fundraising, has a high turnover, and so we need that talent. What we do is the core of our organization...and so this is what we are seeking roles to fill.*



## Pre-Employment: Student perspective

- ◆ Identifying Interest
- ◆ Opportunity to gain experience is welcome by most. However, a strong segment find WIL less appealing than finding their own roles for the flexibility of choice and financial opportunity.

### EASE OF FINDING ROLES

If in a co-op program or trade, they find it easy to identify roles. Otherwise, students face significant challenges in finding roles, envious of the systems in place for business students or trade students.

*I would like to work in the art world... the co-ops were weird and ranged from camp counselor to tour guide to an assistant curator at a gallery... it was an absurd range and half the time they were asking for skills that undergraduate students would not have: like 2 years experience in marketing.*

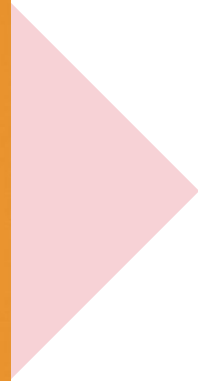
### ATTRACTIVENESS OF ROLES

If they are seeking roles: Most are interested in the opportunity to gain experience in their discipline to help them be prepared for their chosen profession, or help them filter down to a profession they will enjoy working in.

*I feel underprepared for life. It was an administrative role. I do not how to fix a printer. I am not comfortable with databases. Not sure what roles I could find that would help me with my career.*

If not seeking roles: The funding of many of these roles and the time constraint on hours they can work/times they can work make it unappealing to many.

*The salary is \$16/hour. I could go work in a restaurant, get paid \$25 or more if you include tips...even as a nanny last summer I made \$20/ hour. It turned me off of a lot of jobs. Then I have to pay a co-op fee...for the chance to make less money! [non-hospitality student]*



## Recruit and Hire



## Recruit and Hire: Employer perspective

### ◆ Develop & Post

- ◆ At this stage, the pressure for employers is finding suitable language to develop postings and sufficient places to post.
- ◆ They also struggle with limits in funds to support their students. And, with government funding comes constraints on who they can and cannot hire which limits international students.

### DEFINE ROLE

Employers need support on identifying who and what they need [what is the role and what is the match] and how to be intentional in developing the job posting.

*We use them on top of what we already do. Usually they help with events and marketing as those are things we need in the summer time that are not part of our typical world. And it is not a problem if they are not good at it.*

There is a limited understanding of what roles students can play within an organization. Most often, small easily defined side projects, or marketing augments for the organization are what employers identify as the most suitable for these roles

### ACCESSING FUNDS

They struggle with properly identifying appropriate sources of funds and also understanding the rules behind funding sources.

*We were not accepted from many of what we applied for. They seemed obvious [i.e. a STEM]. Or they arrived late – we got our acceptance halfway through the co-op.*

### INTERNATIONAL STUDENTS

One of the limits in identifying talent is the inability to use most government funds for international students. It limits their talent pool.

*It is confusing to know what funds we can access for what we need to do. For example, we had a great student but it turned out they were not Canadian so we could not hire them under the program.*



## Recruit and Hire: Employer perspective

- ◆ Application process
- ◆ Placement of roles is generally the same. The breadth of postings and searching comes down to the effort put to the task.

### SOURCING PLACES TO POST

Employers can struggle with where to post these roles. They have a limited breadth of trusted places to post, either not getting a sufficient number or quality of applications from where they post.

*If I post on the typical sites we get an avalanche of applications and most of them are not useful.*

### FILTERING AND SELECTING FOR INTERVIEWS

This step can take a lot of time if they have not been selective about where they have posted.

*[We are] looking for impact of their work. Organizations they are connected to and have worked for. Also would like to understand their connections to community, especially if they are not Indigenous.*

### INTERVIEW PROCESS

This is typically a simple task, taken on by the hiring manager and, if available, another person to help support the interview. There is no standardized process and they often borrow from process used for other employees.

The exception is larger organizations where they borrow from the processes already in place.

*I am the one person doing it all. I might call in a board member to help. The most time consuming is the interview process. An interview can take anywhere from 30min to 1hr – and last time I went through 9 interviews, each 1 hr. That is just the process. ...Probably could outsource.*



## Sector

- ◆ While sector impacts observed relate mostly to the size of organization, there are also some key differences related to the nature of the roles available.

### HOSPITALITY

MATCH industries lost talent in the pandemic to other industries and have not yet recovered that talent. This leads to a general question about how and where to find labour now that their former gig employees have alternative full time work. It also means they have even less bandwidth to consider bringing on WIL talent.

*We are struggling to find people that want to be physical: servers with restaurant experience, or for rooms that demand cleaning... We are bringing on new guests [post-COVID] and training at the same time... it is a struggle.*

### MUSEUMS


Employers appreciated working directly with university departments because it means the students are more prepared and the universities provide the needed support. No concerns were expressed about what they could not do with these students or program constraints.

*It is an easy process for us, we just reach out to the hiring co-ordinator and they take care of it for us.*

### ARTS/CULTURE

Employers here had the least specific roles for students, it was typically supporting events or marketing work to promote the organization.

*It is a bit of a struggle to know what kinds of roles to create. It depends on them to make the most of the role.*



## Find and (Be) Hired: Student perspective

- ◆ Application process
- ◆ The ability to effectively search comes down to the effort put to the task, as well as access to find where to seek.

### IDENTIFYING OPPORTUNITIES FOR THEIR CAREER

Limited experience means they are unaware to look. For students that have started the journey, they typically do not struggle with identifying opportunities, but do struggle with recognizing what will lead to a meaningful career.

*It is hard to get to the bottom of things... what is required – what happens with this degree or equivalent? Where to get knowledge of these things?*

### DEVELOPING RESUME AND COVER LETTER

Majority of students struggle with developing their resume, they know the basics but are not quite proficient in customizing to employers needs.

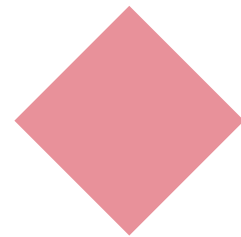
Part of the challenge is that students are not always aware they need support in resume and cover letter development.

*In (high) school they taught us how to build a resume, but now I have all these skills and not sure how to share them for the job that I want. What should I write in?*



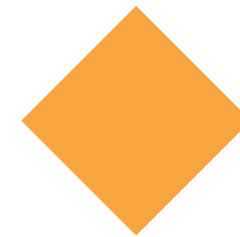
## On Skills

- ◆ Students come to organizations with a wide variety of skills. They seem to fall into different segments, with some being very technologically savvy, which is quite appealing to these organizations. Others, have none of these skills and need to learn how to work within a workplace.



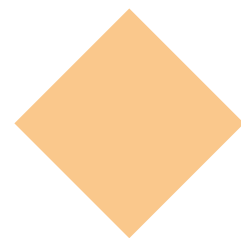
### Digital Executions

- ◆ Students with social media and marketing skills are often perceived to be very desirable. This is especially the case in MATCH organization where they rarely have a marketing team and look forward to these students to build presence.



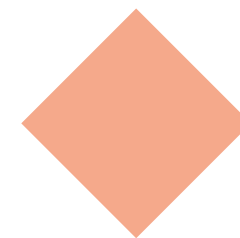
### Limited office tech skills

- ◆ While students might be savvy on how to use social media, they are often limited in their understanding on how to navigate an office—for example managing email inboxes, appropriate use of messaging tools (like Slack).



### Niche skills

- ◆ Many programs are teaching the niche skills required (i.e. working with archival materials) or experience with industry specific software systems (i.e. GPS). These are not barriers for organizations, the niche makes it easier to find students as they know to target specific programs.



### Academic bubble

- ◆ Employers express concern that students are lacking the savvy to work in an office setting. They recognize this is the opportunity for them in these roles, but when hiring are hoping to identify those who understand the world outside the institutions.



## Onboard and Engage



# Onboard

- ◆ Onboarding is such a crucial step and yet something with much opportunity to augment.
- ◆ While organizations can address the technical elements of the role, there remains an opportunity to share cultural and political frameworks of how to effectively navigate an organization.
- ◆ Few organizations perceive an ROI for WIL beyond supporting the development of young members of their community.

## TEACHING THE BASICS

Onboarding is rarely formal, echoing what is in place for typical workforce. The process followed is a focus on technical skills, with varying level of training on cultural and political aspects of working in an organization.

*Soft rules... if you have a nice manager they fill you in, and then when you make friends with others that is how you learn the soft rules. Hard rules, many of those you learn when you research about a place... you learn in advance... and then in the first few meetings with a manager.*

## WIL AS COMMUNITY GOOD

Few consider the ROI of students in financial terms. For most it is about giving back the community.

*I have two minds - it goes both ways - we are not only getting a return in our org, it is a return in our society - they learn how to be an employee, that gives them a future that is more successful... there is a cost to us for [wage, overhead].*



## Engage

- ◆ There is much opportunity to support them with ongoing engagement. It is not an area they identify as a core struggle but nice to have to alleviate resource pressures, provide ongoing training to students and staff.

### RESOURCE INTENSE

Employers express concerns with hiring because of limited staff available to monitor the outcome of tasks. They need support identifying appropriate tasks which could be addressed with a repository of roles and job descriptions.

*Resource intense to manage them, the previous ED did not hire any students, and when I arrived I immediately recognized a missed opportunity... they likely had not hired because of the challenge to monitor, to know they are doing their work, and they are doing it effectively, and are doing it with excellence.*

### ONGOING TRAINING ON SOFT SKILLS

Employers find that the soft skills are what they are seeking in interviews and many academically strong candidates might lose out for not having this experience. There is an opportunity for guides and training on how to be a good mentee.

*They come to us with very internal facing/academic skills, they do not have experience. They need to learn how to be working with difficult customers, problem solving complex issues. It would be nice if they could learn this.*

### OPPORTUNITY FOR ADDITIONAL TRAINING

Many smaller organizations do not have the time or budgets to source management training. Courses in conflict resolution, management, and diversity training would be welcome. However, note that these were all nice to have... This is likely a reflection of the sample we worked with, as conflicts were rare to be noted.

*We had a former employee who we paired with a student and it was all sorts of wrong. It would have been great to send them on something, not just assume they knew how to manage. It would have been great for them to learn on the job, not just the student.*



# Offboard

- ◆ No talk about offboarding. While many hiring managers themselves had worked with WIL, and have their roles because of past employment, they did not have alumni programs in place for building community and a talent pipeline.

## **NO OFFBOARDING PROGRAMS IN PLACE**

When offboarding is mentioned there is simply a closing out of financial and perhaps technical accounts. Rarely do they have exit interviews.

*We just say good-bye. It is only after that we realized we missed out on closing out some projects, and letting people know (the student) was gone.*

## **ALUMNI AS ADVOCATES**

There is a missed opportunity for small organizations to build their network through their former students. It creates a pipeline for the organizations and students to stay connected.

*My job as ED comes from my having started here as a co-op student years ago... I worked here through school, went away, and when they needed to hire, they thought of me.*

# Thank you



# **Appendix A: Recruitment Text**

## Recruitment text

### Employer contacts

Hello,

We are looking for participants for a 40 minute discussion in the coming weeks to learn about co-op and other work-integrated learning experiences in British Columbia, and how organizations onboard and set students up for success. We hope to use the results of this research to develop resources to improve the experiences you and students have in future placements. Your responses will be kept strictly confidential. As a thank you, participants will receive a \$50 gift card/donation to the charity of your choice.

Would you be able to participate? If so, hit reply and confirm we can use this email, and also provide a phone number. Our research partner, Majid Khoury Inc will call and book the appointment in the coming weeks.

If you would like to verify the legitimacy of this, please contact <insert name/contact>

### Student contacts

Hello,

We are looking for participants for a 40 minute discussion in the coming weeks to learn about co-op and work-integrated learning experiences in British Columbia, what you might want, how you find them, and how to make them successful experiences. We hope to use the results of this research to develop resources to improve the experiences students have in future placements. Your responses will be kept strictly confidential. As a thank you, participants will receive a \$50 gift card/donation to the charity of your choice.

Would you be able to participate? If so, hit reply and confirm we can use this email, and also provide a phone number. Our research partner, Majid Khoury Inc will call and book the appointment in the coming weeks.

If you would like to verify the legitimacy of this, please contact <insert name/contact>

## **Appendix B: Remote Work & Additional Quotes**

## On remote work

An opportunity emerges to support regions outside urban centers where there is a talent crunch

- ◆ Many employers realized the opportunity with remote work through the pandemic.
- ◆ Remote work opens up opportunities for less urban regions that struggle with finding suitable talent locally and cannot find housing from those out of town.
- ◆ Where remote work will be suitable is in sectors and for projects that are 'at a screen': everything from administrative support, to event planning, and marketing support. It does not address the support provided by students who are working directly with the public (i.e. customer service focused roles, summer camps, etc) or with products (i.e. archiving content).
- ◆ In order for remote work to be successful some considerations include:
  - ◆ Identifying roles within your organization that could benefit from remote support.
  - ◆ Opportunities to host the student for a shorter period of time in order to give them further context on your organization.
  - ◆ Collaborations with other local organizations who might benefit from shared support from these students.
  - ◆ Exploring housing opportunities like home stays in order to support the housing needs of these students.

*It will take a long time to get it set up properly for remote work. I do not have the resources to set that up at the moment. We could get a student in person for a short period and then they could work remotely, like event planning, etc. We would have to advertise remote and design what kind of work we have available.*

*With remote work, [it's] even more challenging to onboard and train, and help them understand their role. Then there is the challenge to monitor to know they are doing their work, and they are doing it effectively, and doing it with excellence.*

# Recruit and Hire: From the mouths of employers

How is the labour market impacting your experiences in WIL?

- ◆ *Every employee we have was a practicum student at one point. Over the years, we have seen individuals come into work, we have availability to bring in a practicum student... and see if this is a place for them to pursue with us... It is not replacing someone, they are complimenting work. Our team is mighty but incredibly small.*
- ◆ *People leaving Vancouver and moving here [to a smaller town]. It means we are attracting talent that has had experience at a larger scale (national or international), but also missing out on those with local knowledge.*
- ◆ *If we cannot find a summer position we cannot deliver services. One position is a camp counselor. If we cannot get a helper we have to reduce the number of kids we can bring into camp.*
- ◆ *Hiring is a big project - and it is a deterrent... not getting the pay back for the effort.*

# Application and Selection: From the mouths of employers

Describe your process to post, review, select students.

- ◆ *It's a simple process: Application shared to a university site, we review applications received via email, interview, and select. Done.*
- ◆ *It is an overwhelming process: We have to figure out where to share it in the different university departments, we get tons of applications, it takes hours to review and then to also then interview.*
- ◆ *We are hiring mostly high school and university students for roles that we then train them into. It is not difficult to find them, we are just looking for ones that can be trained.*
- ◆ *Customer focus, positive attitude, work ethic... that comes through in a cover letter. Yet, I receive so few ...it shows ..one extra little step and communicating shows they are interested.*

# Recruit and Application process From the mouths of students

Do you prefer Not for profit or Corporate?

- ◆ *The mission behind the not for profit is what is important to me. Even then, they work for the same thing but their means could be very different. I want to be in an environment where everyone feels like they have the same mission.*
- ◆ *I don't want a corporate job. It needs to align with my values, feels more fulfilling.*
- ◆ *I am pretty flexible, just want a job.*

What are your experiences with the application process? [From graduating students]

- ◆ *I am not sure what kind of job to have. Looking for a database of possibilities and help me find my skills.*
- ◆ *Did not have the right degree for many jobs. I do not have it on paper to explain the experiences I have had. My background and life experiences are there but not on paper, on a resume. Or at least I am not sure how to do this.*

# Onboarding and Engage

## From the mouths of employers

What was the experience of onboarding and engaging with students?

- ◆ [small organization] *It's an ad-hoc process, we share PDFs with background, the lead (ED) manages the person and the process.*
- ◆ [small organization] *It is 1 on 1 conversations, coaching conversations. Survey after a few weeks asking how things went for them. They will not always tell me the truth if we ask them so want that in place.*
- ◆ [mid-sized organization] *Yes, it is all documented and is a reflection of the leaders of the organization and how much they appreciate process. We have orientation, a site tour, safety orientation – all things happen in the first week. All the paperwork templates are set and sent to new employees as part of a package. The onboarding process is straight forward.*
- ◆ *Where we have a challenge is when we have students coming in and not doing the homework on the organization and our goals and how we operate. This is where we can have a misunderstanding, or misconstrued expectations of the work they will do. They have book smarts but do not get it... this can be more challenging for them, but then we have to manage them through their stress.*

# Onboarding and Engage

## From the mouths of students



What was the experience of joining a new workplace?

- ◆ *Thought I would be sent to a kiosk at mall, but they showed my pathway to working inside their organization. They gave a clear structure on how to improve, clear goals to get me to the next step.*
- ◆ *Before arriving I looked at the website and gathered information. On the first day they told me pretty much what I had seen online. And then I started working. My boss was really great at checking in.*
- ◆ *They did training, acknowledging that we are all different and not all of us have the same access and privileges. For example my first language is English, but for someone else language might prohibit them from asking questions. So I was nervous about supporting people different than me.*
- ◆ *I did not have a specific image of what it would look like. I had an idea of what they do and that is what intrigued me as something I would be interested in longer term. When I joined, they explained the basics and then I have been creating my own special projects.*

## **Appendix C: Talent MATCH and Talent 4 Non-Profits - Opportunities along the Journey**



# The Employer & Student journey: Pre-employment

The promise of WIL is to provide students with experiential learning opportunities in settings that match their career aspirations. However there is often a *failure to launch* for both employers and students.

	What is occurring?	Talent MATCH/4 Non-Profits Opportunities
	Defining the need is a huge barrier to overcome. Some smaller organizations do not have the experience to know about WIL programs.	<ul style="list-style-type: none"> <li>Awareness campaigns with broad partners so employers are reminded of the opportunities for them with WIL, including Remote opportunities</li> </ul>
	Others are too resource constrained to remember how to take advantage of these opportunities.	<ul style="list-style-type: none"> <li>Promotion of Talent MATCH as a gateway to funding sources.</li> </ul>
	Availability of labour is something many perceive is too big an issue for them to handle.	<ul style="list-style-type: none"> <li>Collaborations for employers to work together and even share student resources.</li> </ul>
	Ability to find roles is the driver of their success at this stage.	<ul style="list-style-type: none"> <li>Advocacy and awareness campaigns for the next stage will support this challenge.</li> </ul>
	Attractiveness of roles informs their decision making.	<ul style="list-style-type: none"> <li>Advocacy for support re: housing constraints in rural parts of British Columbia. Consider ideas such as promoting home stays for WIL students across the province.</li> </ul>



# The Employer & Student journey: Application and Selection

For employers, the limits at this stage relate to *staffing* constraints, whereas for students the struggle is how to *find* and then best *present* themselves for these opportunities.

	What is occurring?	Talent MATCH/4 Non-Profits Opportunities
	Limited staffing resources means limited time to define parameters of the role, how best to attract talent, and where best to post it.	<ul style="list-style-type: none"> <li>Repository of common job descriptions by sectors               <ul style="list-style-type: none"> <li>Identify different types of roles students could take on</li> <li>Facilitates job description development</li> </ul> </li> </ul>
	Once need has been established, the process of sharing proceeds with ease. Key focus is finding suitable language and places to post.	<ul style="list-style-type: none"> <li>Consider industry based guides to the programs where students are available in order to help employers awareness of the breadth of options available to them</li> </ul>
	Filtering down the incoming applications takes the most time. Also, interviewing burden will often fall onto the shoulders of hiring manager in smaller organizations.	<ul style="list-style-type: none"> <li>Consider an outsourced service to support resume review and cover letter development. The BC MATCH market may be too small to sustain this profitably, but could be funded to grow.</li> </ul>
	Limited experience means they are unaware to look. For students that have started the journey, they typically do not struggle with identifying opportunities, but do struggle with recognizing what will lead to a meaningful career.	<ul style="list-style-type: none"> <li>Encourage secondary and post secondary institutions to chart comprehensive career pathways and align to WIL programs.</li> <li>Encourage partnerships with smaller institutions and programs that may not have co-op programs in place.</li> </ul>
	Majority of students struggle with cover letter and resume, they know the basics but are not quite proficient in customizing to employers needs.	<ul style="list-style-type: none"> <li>Cover letter and resume building skills program development – and promotion of this service (from you or from partners).</li> </ul>

# The Employer & Student journey: Onboard, Engage, Offboard

For employers, the limits at this stage relate to *staffing* constraints, unable to properly onboard or engage students. For students, the challenge is transitioning into a workspace and understanding *how to navigate* the language and practices of an organization – the *soft skills*.

	What is occurring?	Talent MATCH/4 Non-Profits Opportunities
	Limited staffing resources are the barrier to effective onboarding. Onboarding will mirror what the organization has in place for the rest of staff.	<ul style="list-style-type: none"> <li>Consider a guide to onboarding covering the key cultural and political questions to navigate.</li> <li>On demand professional development: begin with 'getting out of an academic bubble.'</li> </ul>
	Limited staffing resources also impacts ability to engage students. Most struggle with how to find time to supervise and support students.	<ul style="list-style-type: none"> <li>Mentor 101 resources: further promote content around how to keep employees engaged.</li> <li>Consider developing ROI training: Building and tracking to understand the benefit might allow for more time to be dedicated to these students. Track elements such as : # ideas; # process changes; # quality of life index for workplaces with WIL.</li> </ul>
	Few had offboarding programs in place, except the necessary financial closing out of accounts.	<ul style="list-style-type: none"> <li>Consider a guide to offboarding employees, planning for their departure, reviews, and mapping to future relationships.</li> </ul>
	Their entrepreneurial spirit will guide student success. Few have been given tools prior to entering the workforce on how to manage outside the 'academic bubble.'	<ul style="list-style-type: none"> <li>Mentee 101 resources sharing how best to navigate organizations for career development and organizational growth.</li> </ul>
	Few keep in touch with former employers, they feel uncomfortable with maintaining connections.	<ul style="list-style-type: none"> <li>Networking opportunities for employers and students to meet and maintain contact with alumni for developing career options.</li> </ul>