

# WIL Impacts Framework

## Productivity Module



### **In this Module:**

This Module explains the Productivity domain and provides detail regarding its two subdomains: work-related productivity and associated productivity. Tools for measuring impacts are included, with survey questions for host organization well as interview questions.

## **What is productivity?**

The productivity domain refers to the contribution of WIL experiences to improving employer and community partner performance in terms of cost reductions, increased employee motivation, filling of staffing gaps, and advancement of projects and initiatives.

This module can be used to measure impacts of WIL programs in institutional and employee-related indicators. The following subdomains categorize and differentiate between different types of impacts with this broad domain.

## **Why productivity?**

The impacts for host organizations are particularly relevant when working with organizations that are looking to improve processes, advancing projects, reducing costs, or seeking ways to improve their employee's motivation and workload. Impacts can be divided between those that are directly associated with the work done by students during their WIL experience and benefits that result from having engaged a student through the WIL program.

## Sub-domains of impact

### Work-related productivity

This subdomain includes indicators about organizational productivity improvements directly associated with the work done by students.

Subdomain/Factor	Indicator	Detail	Associated literature
Work-related productivity	Advancement of projects and initiatives	Progress on current projects and initiatives due to WIL engagement	(Larose Research & Strategy, 2020)
	Overall productivity gains	To what degree did the WIL placement provide you with access to potential productivity gains	(Braunstein et al., 2011; Sattler & Peters, 2012)
	Direct cost reductions	To what degree did the WIL student contribute to reducing organizational costs through their work	(Larose Research & Strategy, 2020)

### Associated productivity

This subdomain includes indicators that measure the indirect or associated impacts of having engaged a student through a WIL program.

Subdomain/Factor	Indicator	Detail	Associated literature
Associated productivity	Indirect cost reductions	Perceived reduction in costs due to WIL engagement	(Larose Research & Strategy, 2020)
	Employee motivation	How much have WIL students contributed to motivating employees at the host organization	(Bates, 2005)
	Addressing staffing gaps	How much did the WIL program contribute to filling staffing gaps in the organization?	(Larose Research & Strategy, 2020)

## How to measure productivity WIL Impacts

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

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

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

### Quantitative data tools

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

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

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

This section contains a series of questions for host organizations which is [available as part of this module](#). Some recommendations on implementation and analysis are included in the [Analytic Best Practices](#) module.

## Host organization metrics

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

	Very impactful (1)	Somewhat impactful (2)	Not very impactful (3)	Not at all impactful (4)	I do not know (5)	Not applicable (6)
Advancing projects and initiatives	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Achieving overall productivity gains	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Achieving production/service cost reductions because of the work performed by the student(s)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Achieving indirect cost reductions (e.g., by reducing costs related to administration and/or personnel)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Filling staffing gaps	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other: _____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## Qualitative data tools

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

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

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

## Host organization interview guide

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

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

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

1. Please share with us how your recent WIL experiences have impacted the productivity in your organization.
  - Probe: think about benefits directly resulting from the work performed by the students; think about other indirect benefits of having engaged/hired a student through a WIL program
2. Why do you think these WIL experiences had this kind of impact?
3. How would you measure these impacts?
4. What are some ways in which WIL programs could contribute to help with your organizational needs in this area?