

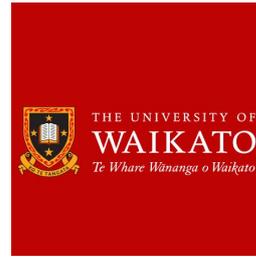
# Central Regional Hub-funded project

Project Report



## Work-Integrated Learning Legacies : Building Student & Supervisor Capability

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## EXECUTIVE SUMMARY

Previous research has argued that Work-Integrated Learning (WIL) programmes provide graduates a point of difference that employers value. Student reflections at the completion of a WIL placement have also highlighted the benefits of their WIL experience. It has also been argued that the workplace host supervisor plays a vital and complex role in WIL settings (i.e., cooperative education, work-based learning, internship and practicum).

This study focuses on how to enhance WIL supervision and student experiences and outcomes through insights from semi-structured interviews with 21 graduates who had previously supervised WIL students. The study design involved questions framed from the perspective of the interviewees' WIL experiences as students and then as supervisors (e.g., impact, motivation, insights for future students/supervisors, and graduate attributes).

The findings from this study indicate that workplace supervisor support in setting expectation and engaging in the initial planning and organising were important factors in effective management of the WIL placement. The workplace supervisor role eventually moved beyond providing the student direction and feedback to that of a mentoring role. This role provided them with professional development and continued to be valuable into the future.

Students highlighted that setting clear expectations for themselves during the placement as important to ensure that they made the most of the WIL experience and enhanced the development of aspects of self-management, effective communication and leadership.

Implications for future WIL practice include utilising workplace supervisors, particularly those who are themselves WIL graduates, to help further enhance student WIL experiences, learning outcomes and legacies.

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# 1. INTRODUCTION

## 1.1 WORK-INTEGRATED LEARNING: STUDENT OUTCOMES AND SUPERVISION

Work-Integrated Learning (WIL) acts as a bridge for the student between the academic present and their professional future. WIL is formally defined as a structured educational strategy. It aims to merge theoretical knowledge gained in academic studies with workplace experiences by developing relevant professional skills in preparation for future career opportunities (Martin, Fleming, Ferkins, Wiersma & Coll, 2010). Outcomes from WIL opportunities show that 'success' can be considered in several different ways. Students have generally reported positive experiences during placements (Dressler & Keeling, 2011; Fleming, Martin, Hughes & Zinn, 2009) and use of critical reflection helps them develop lifelong learning skills and "a desire to contribute meaningfully to society" (Lucas, 2015, p. xi). Tertiary educators have reported that WIL gives their programmes a point of difference that employers value (Martin, 2013; Martin, Rees, Edwards & Paku, 2012) and enhances their real-world credibility as academics (Brown, 2010). Employers have reported positively on opportunities to trial potential new employees and to demonstrate corporate responsibility by 'giving back' to their industry by providing WIL placements (Atkinson, 2016; Fleming & Hickey, 2013).

Workplace supervisors are crucial in the WIL partnership between students, workplace, and university (Fleming, 2015; Keating, 2012; Pungur, 2007; Martin & Hughes, 2009; Rowe, Mackaway & Winchester-Seeto, 2012). Supervisors' roles are complex, often blending mentoring, advising, counselling, and problem-solving (ACEN, 2017; Beehr & Raabe, 2003; King, 2001; Mellon & Murdoch-Eaton, 2015). Vaughan's (2017) research in general practice medicine, carpentry, and engineering showed how supervisors and employers used authentic experience and reflection to foster apprentices' field-specific dispositions, enabling them to cross what Vaughan calls 'vocational thresholds' to new understandings and professional identities. There are also benefits for supervisors and mentors, as well as those being mentored. Research shows role modelling and mentoring as positively associated with mentors' own career success and job satisfaction (Ghosh & Reio Jr, 2013).

Thus, evidence related to the value of WIL and the value of workplace supervision exist (Fleming, 2015), especially mentoring (Hardie, Almeida & Ross, 2018). However, there is a paucity of research focused on the long-term career value of WIL. In particular we wondered about workplace supervisors who are themselves WIL graduates. Might they shed some light on how WIL experiences have shaped their careers and perhaps also their current WIL supervisory practice? We wondered if there could be value in thinking about WIL as a 'virtuous circle'. In other words, perhaps workplace supervisors could have several different levels of benefit and value-adding. For example, they may not only have benefited from being supervised when they were students, and perhaps adding value to an organisation at that time, but they may also draw on that prior experience when mentoring their own WIL student(s), in turn creating potential and professional learning benefits for themselves and their organisation.

We explored these ideas by interviewing 21 WIL graduates that are also WIL workplace supervisors. We were guided by Rowe, et al.'s (2012) supervision framework and the four key roles played by supervisors: support, education, administration/managerial, and guardian. The first three roles are similar to Proctor's (1986) three functions of supervision developed through research into clinical education, nursing, and counselling: normative (administrative), formative (educational), and restorative (supportive).

This current project was conducted for the purpose of progressing to a new resource: 'WIL Advice for Supervisors, Super-mentors' (Appendix B). The resource aims to assist those involved in, or embarking on, WIL projects to better understand the dynamics and value of the student-supervisor relationship. The resource content can be incorporated into a pre-placement workshop or work experience handbooks. The resource also aims to complement five previously published Ako Aotearoa WIL resources:

- *How to Make the Most of WIL for Students* (Martin & Hughes, 2009)  
<https://ako.ac.nz/knowledge-centre/work-integrated-learning/how-to-make-the-most-of-work-integrated-learning-for-students/>

- *How to Make the Most of WIL for Academic Supervisors* (Martin & Hughes, 2009)  
<https://ako.ac.nz/knowledge-centre/work-integrated-learning/how-to-make-the-most-of-work-integrated-learning-for-academic-supervisors/>
- *How to Make the Most of WIL for Workplace Supervisors* (Martin & Hughes, 2009)  
<https://ako.ac.nz/knowledge-centre/work-integrated-learning/how-to-make-the-most-of-work-integrated-learning-for-workplace-supervisors/>
- *WIL: A Template for Good Practice* (Martin, Rees & Edwards, 2011)  
<https://ako.ac.nz/knowledge-centre/work-integrated-learning/work-integrated-learning-a-template-for-good-practice-2/>
- *WIL Adds Value: Student Insights of the Process* (Martin & Rees, 2018).  
<https://ako.ac.nz/knowledge-centre/work-integrated-learning-internships/work-integrated-learning-adds-value-student-insights-of-the-process/>

## 2. METHOD

### 2.1 THE PROJECT DESIGN

The project examines the potential legacy impact of the WIL programme first as a student and later as a WIL supervisor. Specifically, what value has the WIL experience added when the student engages with the WIL experience and later, as a WIL alumni, when supervising other WIL students in the workplace? Understanding graduates' perceptions is important because it helps inform and change teaching practice through increased focus on specific graduate attributes. Such benefits, and also a broad range of other benefits of WIL programmes have been highlighted in previous research (Braunstein, Takei, Wang, & Loken, 2011; Crump & Johnsson, 2011; Dressler & Keeling, 2011).

WIL graduates (seven each from Massey University's sport management and coaching, University of Waikato's science and engineering, and Auckland University of Technology's sport and recreation) that have also supervised WIL students were interviewed for this study. The design of the semi-structured interviews was informed by Linn's (2015) legacy study, which used questions framed from the perspective of the interviewee's WIL experience as a student and then as a supervisor (e.g., impact, motivation, insights for future students/supervisors, and graduate attributes).

The data from this research reported here was examined according to Huberman's (1994) principles of qualitative data analysis. These are data reduction, data display, conclusion drawing, and verification. We undertook a Thematic Content Analysis (TCA) (informed by Braun & Clarke, 2006) of the transcribed interview data, based on the reflections of WIL graduates who had also supervised WIL students themselves (n= 21). This process involved generating initial codes, and then creating and reviewing themes.

Several steps were taken to ensure credibility and dependability of the thematic analysis. An independent coder, not involved in the interview process, was used to minimise any potential for coding-bias, and then cross-checking of the themes was undertaken by an additional coder.

All interview transcripts were coded using NVivo12 and Computerised Assisted Qualitative Data Analysis Software (CAQDAS). Use of NVivo 12 permitted an orderly creation of codes (nodes) that were then grouped and sub-grouped into themes.

The trustworthiness of the data was enhanced by utilizing three cohorts (SM = sport management, SR = sport and recreation, and SE = science and engineering) across three universities (Massey University, Auckland University of Technology, and University of Waikato), aims to strengthen the credibility of the findings). The project was granted ethics approval from each of the participating university's ethics committees.

### 3. RESULTS and DISCUSSION

#### 3.1 WORK-INTEGRATED LEARNING GONE FULL CIRCLE

##### 3.1.1 Supervisors: Giving back

WIL graduates who were now WIL supervisors reported being motivated to take on a student to 'give something back' to their university and industry. They did this in recognition of the opportunities they were provided through their own WIL experiences. Typical supervisor comments were (cohort and interviewee identifier noted):

*It was an opportunity to be able to give back from having been a student myself ... [which] really gave me a lot of tools and fundamentals to be able to launch my career afterwards. I just wanted an opportunity to be able to help an individual who was going through the degree as well. (SM 6)*

*I think I had insights [of] what it was like being in a similar role as your placements. Then, I realised .... I've been responsible for bringing a lot of students into my team, being the team leader here the last seven years. (SE 2)*

Others were motivated to support a WIL student because they wanted to use their own experiences to 'make a difference' for students. For example:

*When I have [WIL] students my biggest motivation factor is to have an impact on their life so that they can gain access to things which I have come across or maybe beyond that as well. They learn from the classroom all the way to the practical setting, and that's probably the biggest motivation to provide them access. (SR 5)*

Another WIL supervisor shared similar views, "I championed the [WIL] students because we needed to grow these people to get them experience in the industry" (SM 4). The WIL supervisors were also motivated through their heightened awareness of the need to provide students with good support and mentoring, and an understanding of the expectations of WIL. One WIL supervisor acknowledged the importance of their own understanding of what the

students were going through, and they were “*wanting to mentor someone and, given that I was still quite young, being able to relate with them and to be able to tell them that I was in that same position three years ago*” (SM 2). The personal nature of this process suggested a high degree of empathy and understanding by these supervisors informed by their previous experience.

### **3.1.2 Supervisors: WIL provides management and leadership opportunities**

Overall, WIL supervisors considered that the impact of further engagement with WIL on their current role as positive. Typical comments from WIL supervisors were: “*[WIL] opportunities are always a good way to enhance your own personal and professional skills, working with a younger person who maybe hasn’t got as much experience*” (SM 6); and “*in all the years that I’ve hosted [WIL] students and from my [WIL] experience, it has always been a positive experience, and a mutual benefit*” (SR 2).

*It has been very useful from understanding what...can be considered useful from a supervising and management or leadership kind of role, and actually seeing it from the other side of the fence, not just your own perspective. (SE6)*

Some WIL supervisors acknowledged the mutual learning that occurred: “*They’re going to learn things from the student as well as them learning from you*” (SE 1). Experience in managing staff was also seen as a benefit to their professional development. As one WIL supervisor commented, “*Having that management experience definitely helped with my career. ... It [was] around learning to work with people and [knowing] people aren’t perfect. It’s around figuring out what drives them, figuring out what motivates them*” (SM 4). Another commented: “*Having the experience with managing/mentoring students/people is always a favourable skill to have*” (SE 7).

Some WIL supervisors acknowledged that they would not have had opportunities for staff management or leadership development without having a WIL student in the team. As this supervisor pointed out, “*The practice dealing with a number of different people with differing backgrounds will help me grow as a manager*” (SE 7). WIL supervisors also acknowledged that

having management and leadership experience would enhance future opportunities. This point was illustrated by the following comment.

*What I took from being a supervisor is now when I move forward in my CV I can say I have staff management and staff leadership [experience]. I can talk about these things and refer to legitimate positions within an organisation when I was in charge. (SM 3)*

WIL supervisors also commented that the relationships they developed through the WIL programme would be beneficial to them in future roles.

*I was very lucky to have amazing work supervisors where I was placed. They were enthusiastic, great teachers and really contributed to fuelling my passion for science. I try to give the students that come through NIWA a similar experience and help them obtain insights and skills that can't be learned from a lecture theatre or lab. (SE 7)*

*Having a good relationship with the students. It's harder in a bigger company, but there are lots of different people than in a small company. It's a lot of one on one and we've developed a good relationship; we can joke and laugh about things.. (SE 4)*

From a resource perspective, having a WIL student enabled some supervisors to be able to complete more tasks, have more time to focus on other aspects of their current roles, and provide 'back up' for their own roles. The contributions a WIL student could make were highly valued, for example, the student offered a 'fresh set of eyes', which was appreciated. Another supervisor commented it was helpful, "*having another right-hand man to help you bounce ideas off especially when I was in the office by myself*" (SM 2). In contrast, one supervisor acknowledged that having a student increased their own workload.

### **3.1.3 Students: Adding value**

The participants were asked about the impact they had made as a WIL student on their placement organisation. They recognised the impact of their contributions to workplace activities, for example; technology development, easing the workload of others, business development, and changing the culture. A common response was that as a WIL student they

were able to provide assistance to their supervisor, for example, *“the main thing I did was take work off my supervisor”* (SM 5). Another mentioned how being a WIL student enabled the organisation to achieve additional work that they may not have been able to achieve without a student. *“If I wasn’t there she wouldn’t have been able to do it because she was only one person, so she didn’t have the resources to deliver this extra stuff”* (SM 4).

Overall, the level of impact on the organisation varied due to the different roles and activities they, as students, were involved with, and was described as ‘some impact’ through to ‘significant impact’. Examples of the type of impact were: *“A fresh set of eyes who’s just been going through university having different experiences to what you have here. It’s just bringing another direction”* (SM 2), and *“they bring a new injection of personality into the environment, that’s always good”* (SR 7). There was also evidence of an impact on an organisation after the WIL student has left. For example, as one WIL supervisor mentioned, *“It was nice to be able to leave them with an actual product that they ended up selling and helped the company.”* (SE 4).

Although participants were asked about the impact of their own WIL experience on the organisation, they seemed more comfortable talking about the impact of the WIL experience on themselves. For some, their impact on the organisation during their WIL experience was not immediately apparent or understood. The reasons for this included that their placement involved creating future deliverables, such as, activities that have not yet taken place. Some of these might be tangible, for example, a policy that was produced. In both examples, it would be difficult for the student to determine the direct impact on the organisation. WIL activities that reduced the workload of others were often related to the impact on an individual in the work place rather than organisation as a whole. A frequent comment was the organisation expressing gratitude for a ‘spare pair of hands’ to assist existing staff.

## 3.2 BETTER SUPERVISION

WIL supervisors identified a number of benefits from their previous WIL experience. The benefits included an understanding of the importance of setting clear expectations and the need for support, the importance of planning and organisation, mentoring, and development of graduate attributes.

### 3.2.1 Supervisors: Setting expectations and providing support

Having had prior WIL experiences, WIL supervisors were able to understand the expectations of a WIL placement from the academic perspective. They were also aware of the importance of matching the expectations of the students to their own, and to support them *“in terms of what they are trying to achieve”* (SR 1). WIL supervisors also considered it was important that the objectives and purpose of the placement and the student learning goals were clear to both parties. For example, as one WIL supervisor commented, it was important to:

*... help [students] to understand how they're developing and what they are looking to develop and how that might benefit them down the road so that they understand fully the outcomes they could take from focusing on areas of their personal development.*  
(SM 3)

WIL supervisors highlighted that it was important to ensure that the experiences provided for WIL students are genuine, and that the student is part of the team and made to feel welcome. One supervisor provided this advice:

*Make them feel welcome. It's hard because it's real intimidating for a student to walk into an organisation with adults and people that have been in the profession for ages and you're just here to help them. They don't want to feel like they're a burden.* (SR 6)

Another WIL supervisor's suggestion was to *“treat [students] as if they are a future employee and have a structured programme for them in the workplace...bring them into the culture, bring them into staff meetings, and just immerse them into the culture”* (SM 5).

WIL supervisors reinforced the need to be available and accessible to the student in order to provide the support and mentoring needed, whilst encouraging the students to engage in a reflective process.

### **3.2.2 Supervisors: Planning and organising**

WIL supervisors felt a responsibility to ensure the placement experience was well planned and organised. They identified a key responsibility as providing structure for the placement. For example, as one supervisor commented:

*Structure [is important]... a lot of the students just thought they could do what they wanted to do, but for me a big part was making sure they had structure in their role. They had a job description, they had certain outcomes that they needed to meet, and they knew what they were here to do. (SM 4)*

Providing students with a variety of roles and tasks was also an insight WIL graduates gained through looking back at their own WIL experiences. They understood the importance of inclusion and providing authentic 'meaningful work' with some sense of responsibility. One WIL supervisor commented:

*I was able to provide direction and guidance to the students. I was able to delegate jobs and tasks to them and give them ownership. I was monitoring their progress on a weekly basis and allowing them to develop and gain skills. (SM 5)*

When planning workplace tasks, it was important to ensure that a WIL student had opportunities to extend their learning. WIL supervisors need to:

*Create opportunities for [students] to make mistakes and learn from those. Allow them to make the roles their own, and gain that confidence by doing things themselves, and create processes that they think will work, rather than doing everything for them. (SM 6)*

WIL supervisors identified the importance of the university pre-placement preparation of the student and placement set-up requirements by the workplace. Both students and the workplace supervisors needed to understand the purpose and expectations of the placement. WIL supervisors also highlighted the importance of the university placement coordinator/academic supervisor maintaining regular contact with workplace supervisors and students during the placement. As one supervisor mentioned, it was important to be *“communicating because the student could be telling you one thing and it could be the total opposite. [It is important that] the supervisors on both ends are on the same page”* (SR6).

### 3.2.3 Supervisors: Mentoring

In their role as a WIL supervisor, they were aware of their ‘duty of care’ and the importance of being ‘engaged’ in the supervision process. Interestingly, some described the role of a WIL supervisor as mentoring. For example, one supervisor described their role as *“mentoring them and helping them get experience. Giving them things to do and show them a bit of the industry so they get excited, because it is a cool industry to be in”* (SM 4). In a mentoring role they were able to:

*Help them to understand how they’re developing and what they are looking to develop and how that might benefit them down the road, so that they understand fully the outcomes they could take from focusing on areas of their personal development. (SM 3)*

Another important part of this role was described by one WIL supervisor as:

*Supporting [the students] in terms of what they’re trying to achieve... Normally they would have objectives of what they’re trying to achieve, and [it’s important to] support them into creating their project plan. (SR 1)*

Facilitating personal and professional development was identified as a key role of the WIL supervisor. Helping students develop confidence was also seen as a critical element. As one WIL supervisor commented, *“Personal confidence was a really big one. So from the start I*

would try and help them with things that they may not have been as confident in” (SM 5). Another piece of advice was the importance of:

*Creating opportunities for them to make mistakes and learn from those. Make the roles their own, and just gain that confidence to go out and do things themselves and create processes that they think will work rather than do everything for them. (SM 6)*

The WIL supervisors also acknowledged that WIL students needed support to develop and use reflective skills. These skills would enable students to link the theoretical knowledge gained from university to their practical experiences, and to critically analyse how they undertake the various tasks and activities during their WIL placement.

Overall, WIL supervisors were able to use their own positive experiences to help them in their role as a supervisor. However, some WIL supervisors had negative experiences in their placements as students. These WIL supervisors had a desire to provide a better WIL experience for the student than what they experienced themselves. Knowing what was needed to set up a good WIL placement, the support students require, and understanding what constitutes poor supervision were major benefits of having workplace supervisors who have had prior WIL experiences as a student.

### 3.3 BETTER STUDENT EXPERIENCES AND LEARNING OUTCOMES

#### 3.3.1 Students: Set great expectations and make the most of the WIL opportunity

Key advice from WIL supervisors to future WIL students was to choose their placement organisation or project carefully. They advised that students be prepared prior to starting their placement, the employer's expectations are clarified, and the purpose of the tasks required during the placement are understood. One WIL supervisor advised that to *"make the most of the opportunity... work with the people around you both in terms of networks and their knowledge... go in with your eyes open, be prepared to learn, ask lots of questions, and don't be afraid of looking dumb"* (SE 2).

WIL supervisors considered it important for students to take opportunities to challenge and extend themselves, push comfort zones by taking on unfamiliar tasks, to use their initiative and to *"take ownership with that role and do the best that you can do"* (SM 4). In order to make the most of the experience, WIL supervisors advised students to: ... *"put 100% into the [WIL experience], and it will help you with your future job... If you put in the work you'll get the benefits"* (SM 5).

Being punctual, professional, and proactive were also identified by supervisors as essential aspects of self-management for a WIL student. Another piece of key advice WIL supervisors provided was that students should be proactive in asking for help or advice from their supervisor to understand the professional expectations, *"don't be afraid to ask questions and keep asking them until you've got enough information"* (SE 1). In preparation for the future, the advice was to develop a professional network and make connections that will help you in the future.

#### 3.3.2 Students: Enhance learning outcomes

Supervisors identified that students developed aspects of self-management (self-sufficiency, self-awareness, self-confidence; time management; personal organisation and planning), effective communication, organisational awareness, and leadership. These attributes were similar to those that they considered were important for graduates to be able to contribute to a workplace and those they had developed through their own WIL experiences. These

findings are consistent with the findings of Martin and Rees's (2018) review of learning outcomes from some 300 sport management and coaching students.

WIL supervisors identified that self-management, along with a sense of self-awareness and self-confidence, are key graduate attributes important for students to develop. Comments from the WIL supervisors were: *"Planning, multi-tasking, and time management are all important"* (SM 5); *"A lot of self-awareness from the [WIL experience]; self-awareness of my ability; self-awareness from my personal life...The [WIL] experience gave me a lot of confidence... and by the end I felt a really big sense of achievement going through the whole process and especially all the theory and always writing about it"* (SM 3).

The literature has long indicated that effective communication (both written and oral) is an important attribute for graduates entering the workplace (Burchell, Hodges & Rainsbury, 2000; Coll, Zegwaard, & Hodges, 2002; Zegwaard, Khoo, Adam, & Peter; 2018). WIL supervisors also identified the importance of this skill, especially within a professional context. One WIL supervisor commented, *"Communication skills is probably a key one, and that's what I keep encouraging with the [WIL students] here as well"* (SR 5). As WIL supervisors they were responsible for *"ensuring that they understood communication and how crucial and important that is"* (SM 6). Another highlighted the importance of written communication as well, *"professional communication and writing was important. Allowing the student to start writing in a professional manner if they hadn't done before. I would monitor and help them with that"* (SM 5). Another WIL supervisor shared what they considered important was *"communications, interpersonal skills, and relationships - what you set as your values around your professionalism"* (SM 6).

When WIL supervisors reflected back on their time as a WIL student, they identified elements important for leadership development, such as the ability to work in groups. WIL supervisors commented:

*I assume that they're going to be looking for leadership roles where they are working in groups. I try and capitalise on that and give them opportunities with the groups that I'm working with. (SR 2)*

*A person that is a team player, definitely has the ability to work with the team but also the ability to lead and work on their own at times. (SR 1)*

As with the findings of Martin and Rees (2018), leadership was frequently described as required, but not necessarily developed during their WIL experience. Development of leadership, however, is a difficult skill to develop and one that requires a series of underpinning skills. This highlights a need for greater understanding of how curriculum developers, academic teaching staff, and workplace supervisors could integrate leadership development opportunities into the academic curriculum and workplace activity, and in such a way that students understand that leadership is being developed. WIL experiences are a unique opportunity for students to test their initiative, problems solving abilities, communication, and their ability to work with and understand others – all skills fundamentally important for developing future leaders.

## **4. CONCLUSIONS and IMPLICATIONS**

### **4.1 POSITIVE WORK-INTEGRATED LEARNING IMPACTS: WIL GONE FULL CIRCLE**

The findings of this project lend support for the notion introduced earlier of the ‘virtuous circle’. There is value in utilising supervisors who, through their own experiences, are familiar with WIL. WIL supervisors who are WIL graduates want to give back in recognition of what they gained through WIL and to make a difference in the education of future employees of their industry. Their understanding of the experience and impact they had on the organisation as WIL students adds another dimension to their role as WIL supervisors. While it is well documented that WIL students provide added value to sports organisations and the science related industries (Eames, 2003; Fleming & Hickey, 2013; Martin & Rees, 2018; Zegwaard & Laslett, 2011), what was evident in this study was WIL supervisors also benefit from the management/leadership/mentoring roles that they take on.

### **4.2 BETTER SUPERVISION**

The workplace supervisor has a significant role in creating meaningful and satisfying WIL experiences (Fleming, 2015; Hardie, Almeida & Ross, 2018; Rowe, Mackaway, & Winchester-Seeto, 2012). However, very little research has focussed on gaining supervisor perspectives on ‘how’ to provide better support for WIL students. The findings of this project show that workplace supervisors should set clear expectations about the placement and engage in the initial planning and organising of the placement. WIL supervisors indicated that these elements were crucial in effective management of the WIL placement – a view supported by the literature (Patrick, Peach, Pocknee, Webb, Fletcher, & Pretto, 2009; Rowe, Mackaway, & Winchester-Seeto, 2012; Winchester-Seeto, Rowe, & Mackaway, 2016). For many WIL supervisors, it was the opportunity to supervise a WIL student that enabled them to develop further their own abilities in supervision, mentoring, and leadership. In effect, this provided supervisors, along with their students, valuable professional development opportunities. For some, the supervisory experience offered leadership development because they approached their supervision activities with a mentoring style.

The notion of mentoring can be described in the WIL context as ‘supervision plus’, that is, moving beyond merely the responsibility for directing the day-to-day activities. However, it needs to be acknowledged that some supervisors may need guidance and support to be able to move beyond direct supervision towards more of a mentoring role (Hardie, Almeida, & Ross, 2018). It is intended that the resource developed as a result of this project will contribute towards addressing this issue.

### **4.3 BETTER STUDENT EXPERIENCES AND OUTCOMES**

To maximise the learning gained through WIL, students need to set great expectations, and make the most of the WIL experience. Student learning outcomes identified by WIL supervisors include self-management, effective communication, and leadership. These outcomes are consistent with previous research (Martin & Rees, 2018), but need to be explicit to students and supervisors.

Overall, we wanted to know what value the WIL experience may have added when the student engages with the WIL experience and later, as a WIL graduate, when supervising other WIL students in the workplace. This project has clearly shown that the WIL legacy creates a positive impact when WIL goes full circle.

The main themes described are based on primary data from graduate reflection on their WIL programme experiences as students and supervisors at Massey University (Sport Management & Coaching), Auckland University of Technology (Sport & Recreation), and The University of Waikato (Science & Engineering). However, the findings of this study can be transferred and applied more widely to other WIL contexts at any tertiary provider offering WIL as an option for enhancing student learning.

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## APPENDICES

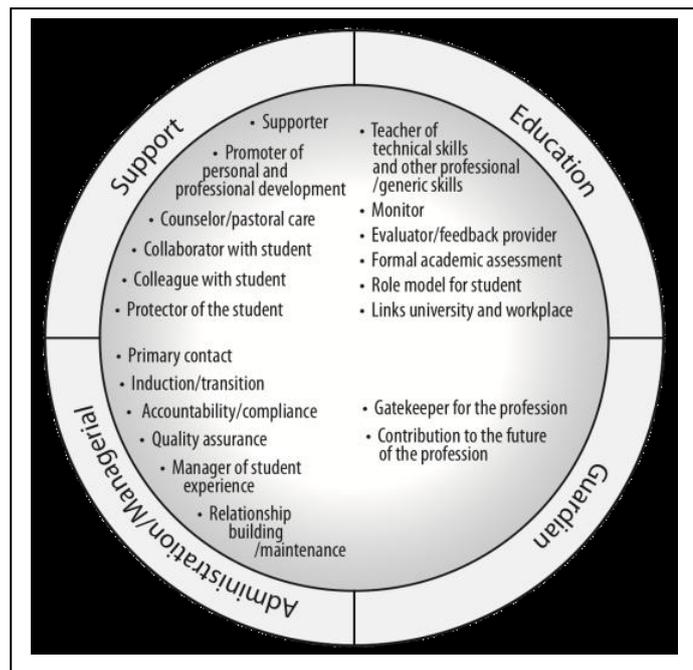
### APPENDIX A CODING

High level Code Only	Freq. of comments	Description of Node
Supervision Motivation to supervise	41	Motivation to supervise (Q6)
Supervision Aspects of supervision	63	Aspects of supervision (Q7)
Supervision Insights having been a student	51	Insights having been a student (Q8)
Supervision. Differences having been supervised.	40	Differences having been supervised (Q9)
Insights for student pursuing practicum or qualification	117	Students insights for those pursuing the practicum and the qualification (Q13 & Q17)
Insights for academic supervisor	54	Academic supervisor assisting practicum insights parent node (Q14)
Insights for employer	57	Employer insights parent node (Q15)
Insights for lecturers developing the qualification	26	Academic supervisor developing the programme parent node (Q18)
Types of impact on the organisation	57	Parent node Combined answers to Q1 and Q2. Data not coded here that isn't coded elsewhere (Q19)
Quantity of impact on the organisation	26	Parent node Overall quantity of impact (Q1)
Personal impact on student	33	Impact on the person and not on the organisation. struggled to answer what impact beyond the functional activity for (Q1 and Q2)
Participant Career direction	81	Employment impact parent node( Q4 & Q5)
Impact on current role	52	Impact on current role parent node (Q11)
Impact on your future roles	38	Impact parent node Q12)
Graduate attributes you personally developed	92	Graduate attributes developed through WIL parent node (Q3)
Graduate attributes you help students develop	113	Graduate attributes you help develop or that Q16 Competencies they should have in the workplace(Q10)& (Q16)
Other	6	Good quotes (Q19)

## APPENDIX B WIL ADVICE FOR SUPERVISORS, ‘SUPER-MENTORS’

This resource highlights what a supervisor needs to know about the opportunities of Work-Integrated Learning (WIL). It draws on the perspectives of WIL supervisors who have also been WIL students. Key themes are supported by quotes about their positive outcomes from WIL experiences. We build on these with suggestions for developing better supervisor, ‘Super-mentor’ capability.

The development of the resource has been guided by Rowe, Mackaway and Winchester-Seeto’s (2012) supervision conceptual framework and the four key roles played by supervisors: support, education, administration/managerial, and guardian.



*In all the years that I’ve hosted WIL students and from my WIL experience, it has always been a positive experience, and a mutual benefit.*

*Mentor the students and help them to get experiences. Give them things to do and show them a bit of the industry so they get excited*

### Enjoy Knowing You Are Contributing to Industry Growth

WIL supervisors are often motivated to ‘give something back’ in recognition of the opportunities they were given through their own experiences.

*It is an opportunity to be able to give back from having been a student myself, which really gave me a lot of tools and fundamentals to be able to launch my career afterwards.*

*I really championed the WIL students because we needed to grow these people to get them experience in the industry; it was huge resource.*

### Capitalise on the Opportunities You Provide for Students

WIL can provide supervisors with professional development opportunities such as experience in managing staff.

*Having that management experience definitely helped with my career. It provided a stepping stone for me to be able to get into a role where you can manage staff afterwards.*

*WIL opportunities are always a good way to enhance your own personal and professional skills, working with a younger person who maybe hasn’t got as much experience.*

## Set Clear Expectations and Support Students to Reach Them

WIL supervisors should be aware of the importance of matching the expectations of the students to theirs, and to support them *“in terms of what they are trying to achieve.”*

*It’s important to help them to understand what they are looking to develop and how that might benefit them down the road so that they understand fully the outcomes they could take from focusing on areas of their personal development.*

*Bring them into the culture, bring them into staff meetings, and just immerse them into the culture. Treat them as if they are a future employee and have a structured programme for them in the workplace.*

## Mentor Students for Better Opportunities

WIL supervisors should be aware of their ‘duty of care’ and the importance of being ‘engaged’ in the supervision process, *“mentoring them and helping them to make the most of the experience”.*

*Create opportunities for them to make mistakes and learn from those. Make the roles their own, and just gain that confidence to go out and do things themselves and create processes that they think will work rather than do everything for them.*

*When I have WIL students to mentor my biggest motivation factor is to have an impact on their life so that they can gain access to things which I have come across or maybe beyond that as well.*

## Aim to Become, and Recruit, Better Supervisors or ‘Super-mentors’

In addition to “giving back” to their industry, supervisors or ‘Super-mentors’ are characterised by their appreciation of opportunities they themselves receive in the process of providing opportunities for students. Good WIL supervision requires supervisors to have, or develop, their own mentoring, management, and leadership skills. These can usefully be developed on the back of having experienced WIL as a student. This outcome means that WIL coordinators are likely to find it useful to actively recruit and utilise supervisors who are familiar with WIL from personal experience. Such supervisors could offer their support to coordinators in setting expectations and engaging in the initial planning and organising, as well as the ongoing management, of the WIL placement. This, too, is a professional development opportunity for the supervisor.

*It’s another way to help further your leadership skills, help guide someone, and look at the way you do things.*

*What I took from being a supervisor is now when I move forward in my CV I can say I have staff management and staff leadership experience.*