



Investigation for internships – A benchmark, IBA practice example and relevant resources for internships

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Internship presentation

- Benchmarking with other Universities
 - Setup of internships in IBA @ Utwente
 - Important Resources & Future Outlook
-

We performed a small benchmark of online resources available for internships with other universities and their websites

Benchmark



The websites for students range from highly generic to also some providing milestone/guideline overviews or offering specific company internships

Student support

Erasmus University

Practical matters

- Admission
- Registration
- Financial matters
- Tuition fee
- Costs of living
- Budget plan
- Scholarships
- Dutch bank
- Working in the Netherlands
- Information
- FAQ

How to find a job or internship

In the Netherlands most students find their side-job through personal networks. A lot of vacancies are

Internships

- Find more internships
- For Erasmus University
- Traineeship

Starting your career

Maastricht University

Internships

Faculties

Regular internships

SBE encourages Bachelor and Master's students to do internships within the

get in a good position to launch your career.

	TIP Internship	Regular internship
Duration	3 to 6 months part time (2 to 3 days/week)	At least 8 weeks (320 hours) and no more than 26 weeks full time
Status	Part of master's programme	Extracurricular
Objective	Conduct research for master's thesis	Gain work experience Conduct research Enhance job prospects
Assessment	Master's thesis Executive summary + presentation to board of internship organisation	Internship report
End date of studies	1 year after start of master's programme (provided you meet all requirements)	1 year of master's programme + internship period

Groningen University

FEB

Career Services at FEB

- Career Services at FEB
- Job prospects
- Gain practical experience
- Internship opportunities
- What we offer
- Work in NL as an intern

Milestones

There are many milestones on the path to your career. These phases in your transition from education to employment need attention if you really want to present yourself well and demonstrate your added value to employers. FEB Career Services offers you support for these four milestones:

1. Get to know yourself
2. Get to know the labour market
3. Develop yourself and your skills
4. Get the job

table of contents

- Introduction
- Welcome
- Our Career Services
- Facts & Figures
- Start your career journey
- Explore, discover and engage
- Study Associations at FEB
- UoD Career Services
- 3. Develop yourself and your skills
- Aurélien Pradier
- About the demand for soft skills, connecting on a personal level and finding the right match.
- Competences of the Job Alumni Survey
- Employability skills
- Skills workshops
- Practical experience
- Internships
- As an internship, what's it like?
- Interview with Nienke van den Berg and Kwame Agyemang
- 4. Get the job
- Creating a winning CV
- Writing a great motivation letter
- Facts & Figures
- Acting your job interview
- Your digital footprint
- Start your job search
- Tools making your search easier
- How to find us & who to connect to

All universities have information pages on internships, yet many are also quite generic (not really useful)

Global Standard for Professional Competence in Marketing and Supply administered by IFPSM

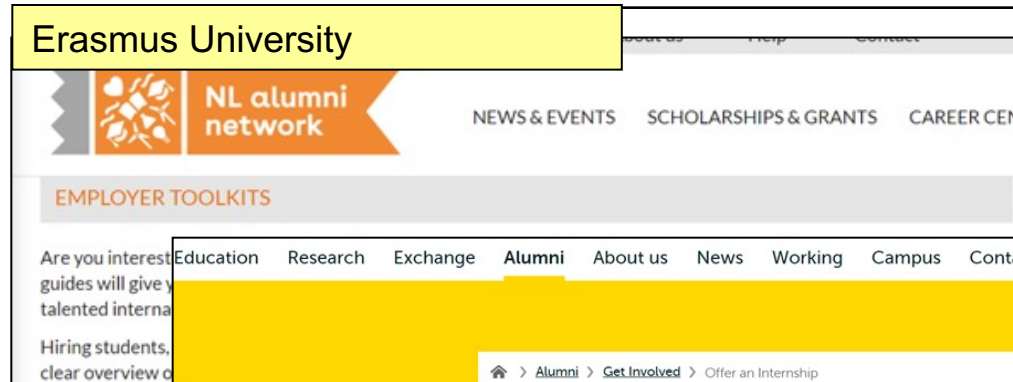
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Page 4

Employer support ranges from general info for interested companies up to a standardized possibility to submit internship opportunities

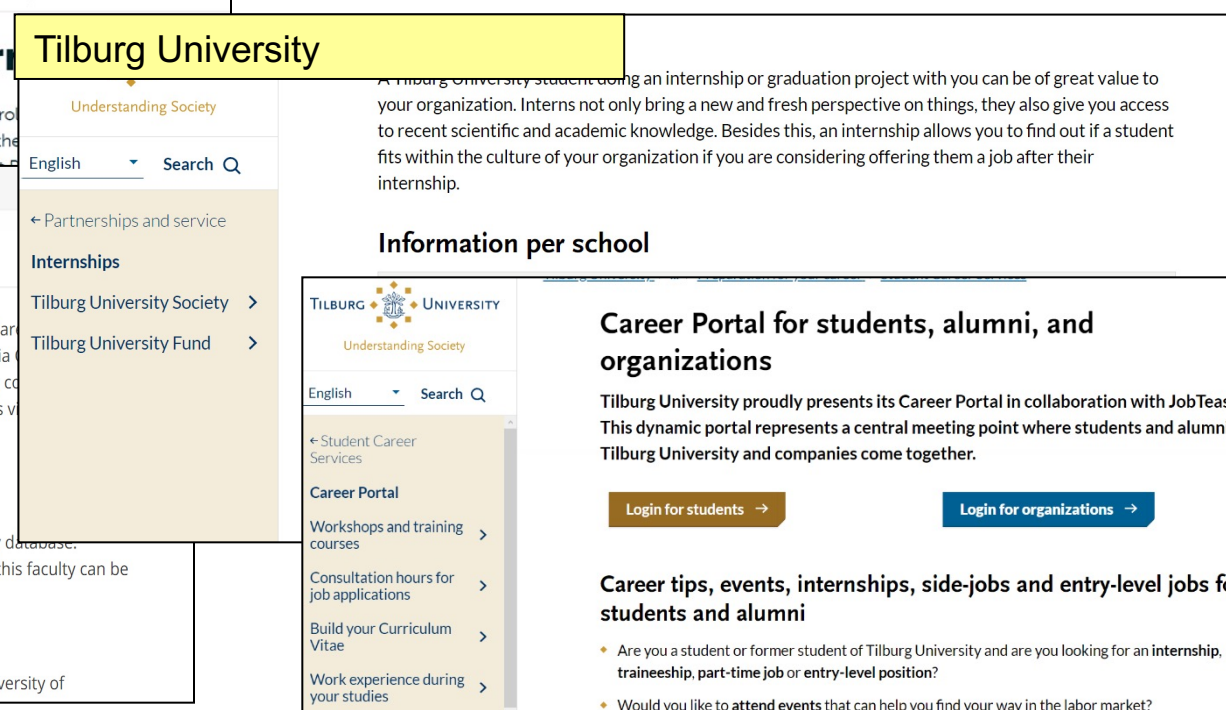
Employer support

Erasmus University

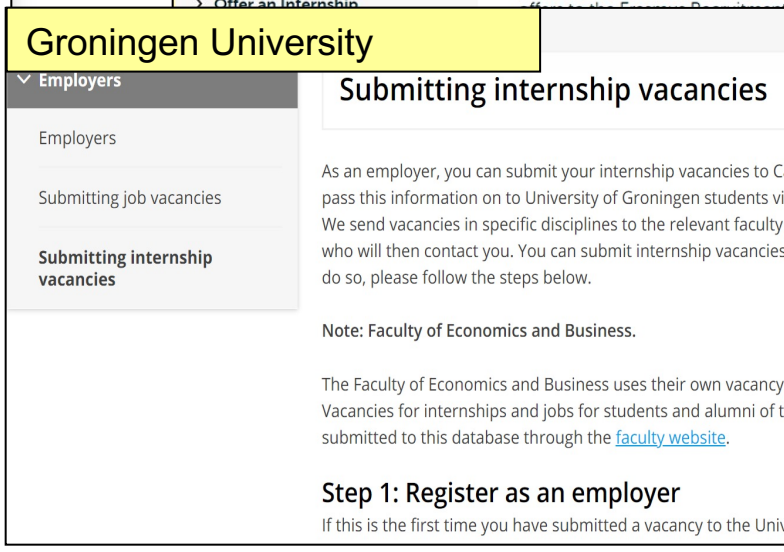


Managing a portal for receiving / finding internships is challenging, the question remains how active / well maintained the offerings of these universities are. Right now a decentral approach seems better for the Utwente. Yet general info / process info for interested companies should be helpful

Tilburg University



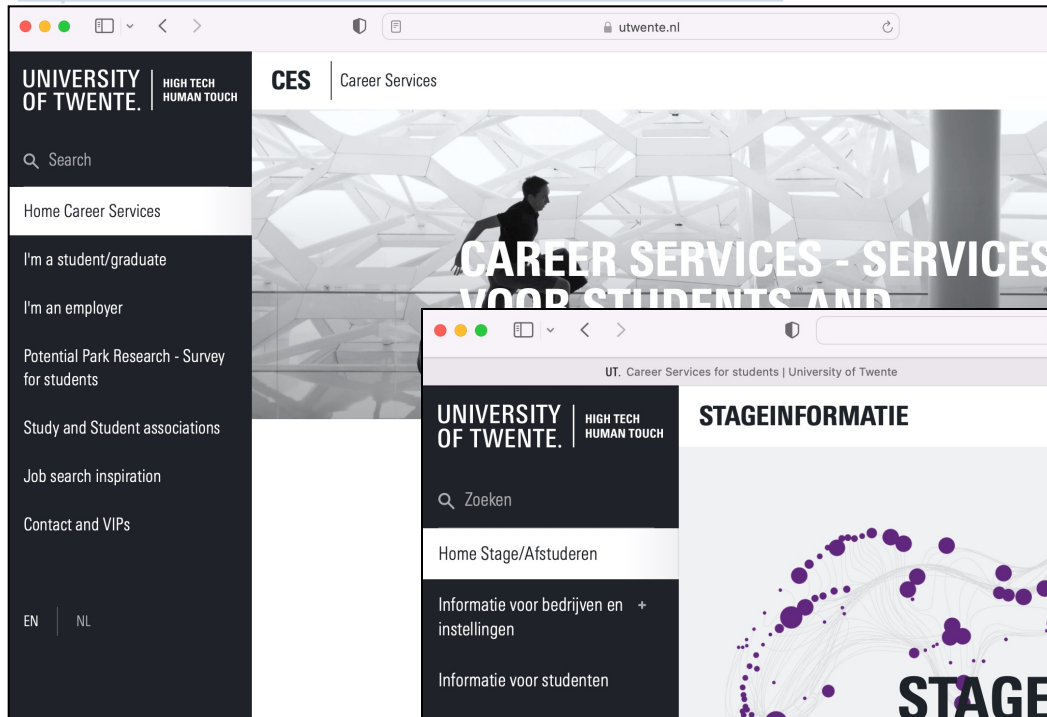
Groningen University



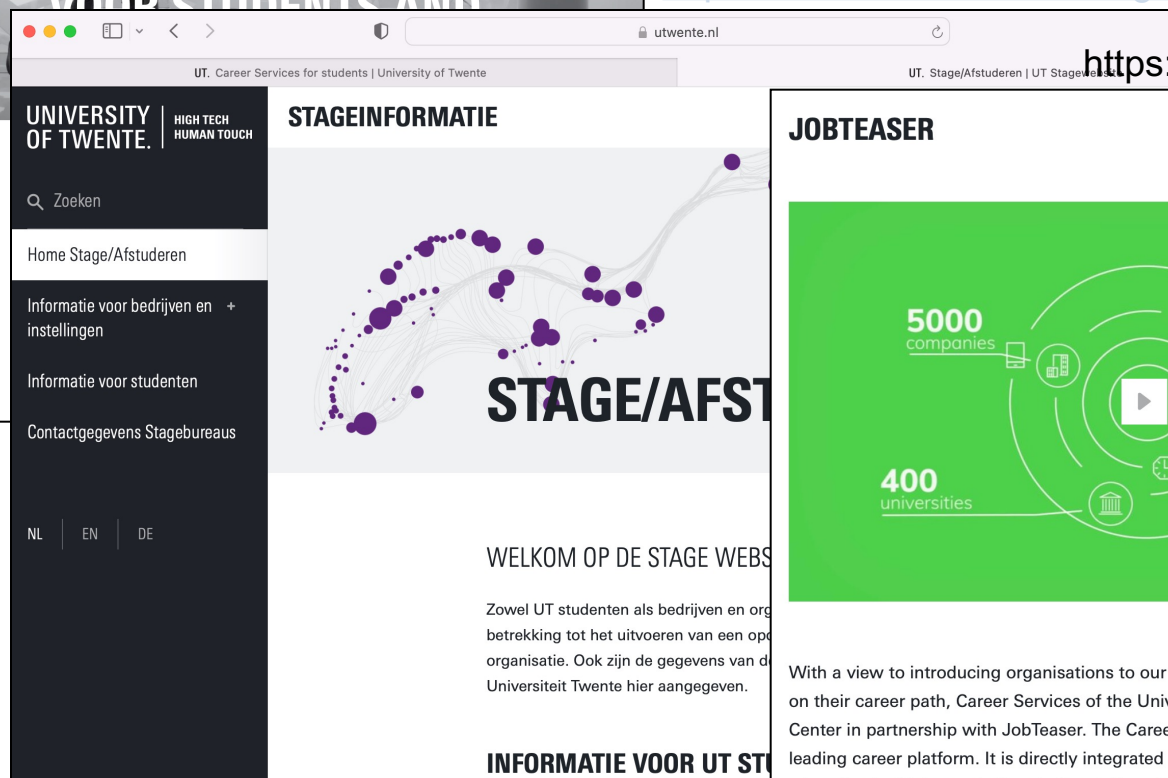
UT has also dedicated webpages, but these are not always known to teaching staff and students – Especially the Jobteaser job-advertisement site

Uwente webpage

<https://www.utwente.nl/en/ces/career-services/>



<https://www.utwente.nl/nl/stage/>



<https://utwente.jobteaser.com/>

JOBTEASER



With a view to introducing organisations to our students and in order to support them on their career path, Career Services of the University of Twente has set up a Career Center in partnership with JobTeaser. The Career Center by JobTeaser is Europe's leading career platform. It is directly integrated into the intranet of more than 250 higher education institutes and offers both solutions for posting job offers and employer

Benchmarking: Support via websites is varying to quite some degree among universities, few seem to offer also help for supervisors

Benchmarking websites

Comparison of University Websites:

- Every university has a general internship info page (very generic)
- Quite some universities also offer a sort of employers dashboard or career center
- Several university distinguish between different forms of internships with separate websites
- Not much focus on employee / supporting staff support in their management of internships
 - Here our university is trying to get more support (see last section of presentation: 'important resources')




Internship presentation

- Benchmarking with other universities
 - Example of Internships in IBA @ Utwente
 - Learning objectives
 - Requirements & guidelines
 - Grading & supervision
 - Important Resources & Future Outlook
-

The IBA internships are presented as a ‘practice example’ for internships, attention points for supervisors are marked with 

Example of Internships in IBA @ Utwente



citadel

STUDIE KIEZEN? VOLG DE **ONLINE OPEN DAY** OP **20 NOVEMBER!**

MELD JE NU AAN

Home / Onderwijs / Bachelor / Alle bacheloropleidingen / International Business Administration

INTERNATIONAL BUSINESS ADMINISTRATION

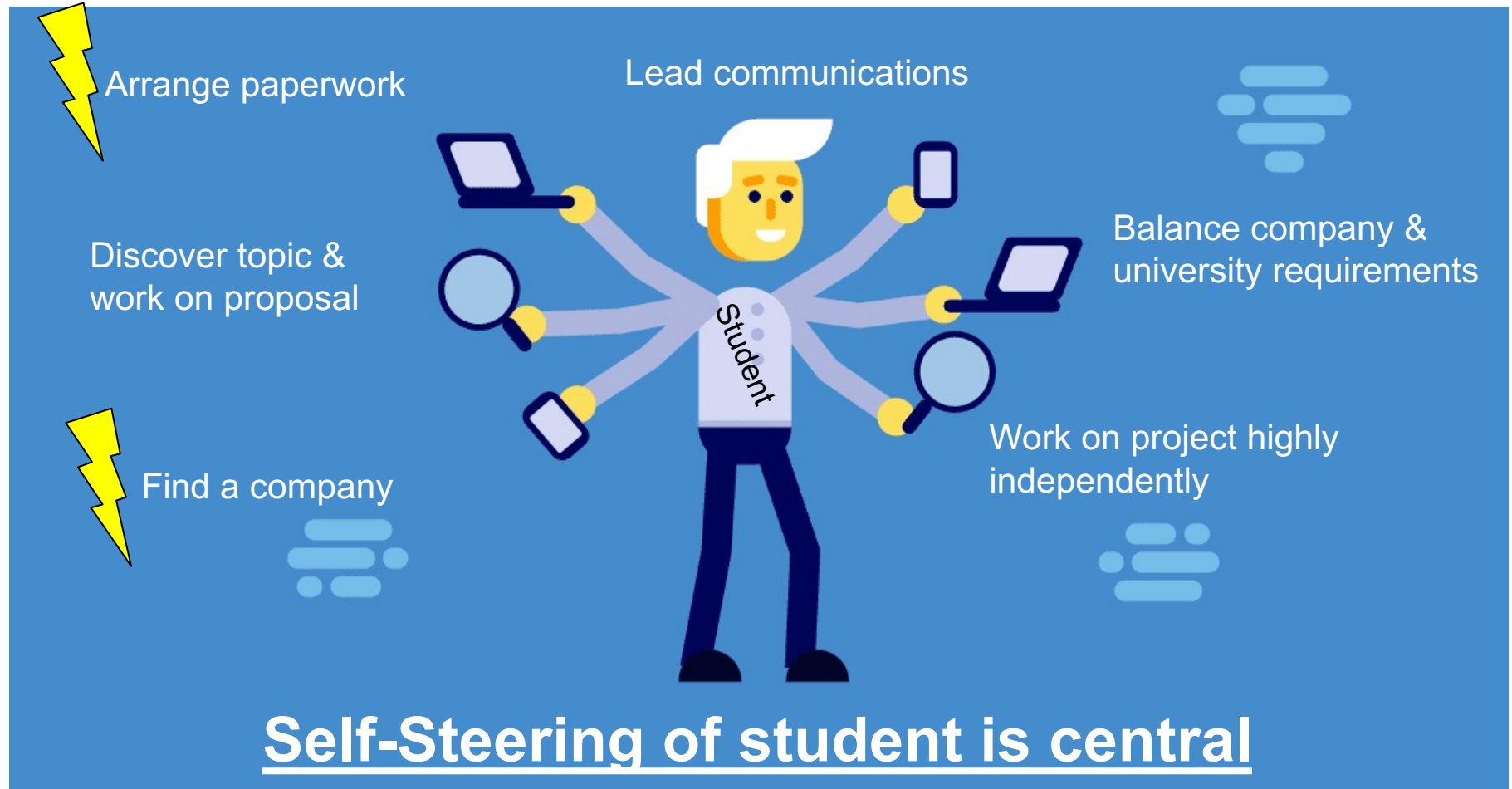
TOP OPLEIDING
universiteiten
KEUZEGIDS
2021

Internship presentation

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The key characteristic of (IBA) 15 EC internships is that self-steering is central – the student is managing the project - supervisors are mentors

Learning objectives



= Support possible via website possible

The learning objectives also lean toward the use of scientific knowledge and a reflection, just providing a solution is not enough

Learning Objectives & Boundaries

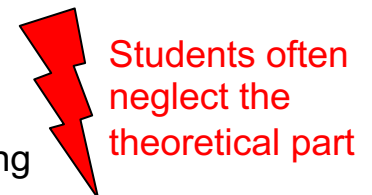


Learning Objectives:

- Enriching Bachelor's profile with a practical (international) business experience
- Acquires new knowledge & apply literature in practice
- Able to develop solutions & recommendations using the appropriate theories and approaches
- Able to evaluate and reflect on the material(s) used and can justify the report outcomes

Boundary conditions:

- Depends on the students' individual educational planning
- Practical experience, but also research oriented, so students have to address a research question (Bachelor of Science!)
- Expected to connect the research question(s) to both theoretical concepts and practice needs



Students often neglect the theoretical part

Internship presentation

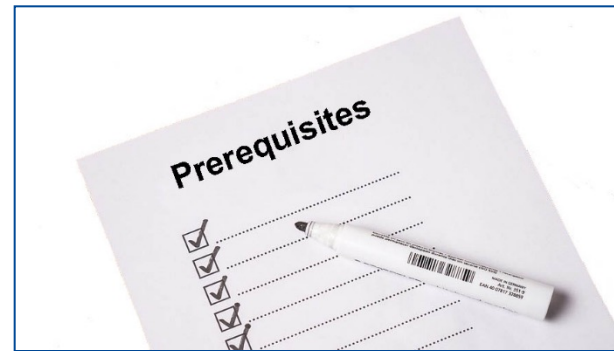
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The types of internships can vary, yet students need to have at least a minimum of 2 years of educational experience

Types & prerequisites

Length/Workload of Module:

± 10 weeks (15 EC)



Length internship:

Regular version
(maximum length of 10 weeks)

or

Extended version
(up to a length of 6 months)

Group Size:

Individual

or

teams
(maximum) two students with
each individual contributions

Student characteristics:

- At least second year students
- Background in general business administration
- Self-driven



Experience shows that
sometimes more
extensive screening &
training of students is
necessary (& students
often lack skills)

Host organizations can take many forms, yet at a minimum, they need to offer physical workspace and a balance of activities including research

Host organization requirements



Many sizes possible

micro (<10 FTE's),
small (< 50),
medium- sized (<250)
big (>250) organizations

Appoint a contact person

Offer physical working space (at least 4 days p/week)

Digital might also be an option (e.g. with Covid), but then how to achieve practical experience?

Divide practical and research work equally (i.e. 50-50)

Research sometimes neglected (esp. in German internships)

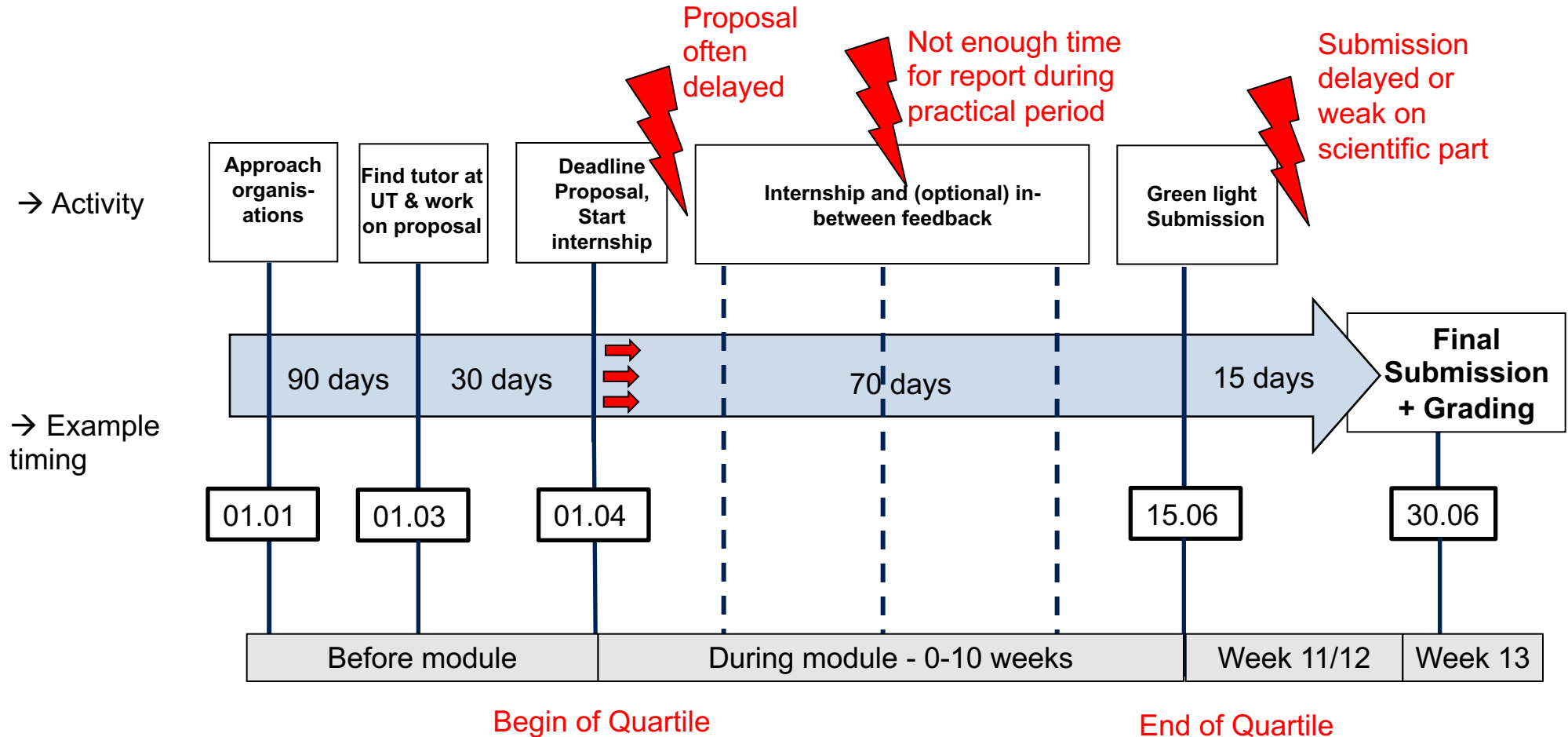
Many types possible, e.g.:

- individual (local, regional, international)
- for profit companies,
- industry organizations
- non-profit organizations
- NGO's
- Governments

Some study-specific requirement could make sense for preference for certain organizations

An internship needs good preparation, delays in proposal and (pre-) final submissions are common – here a sample of IBA's 15 EC module

Sample time-frame of BSc internships

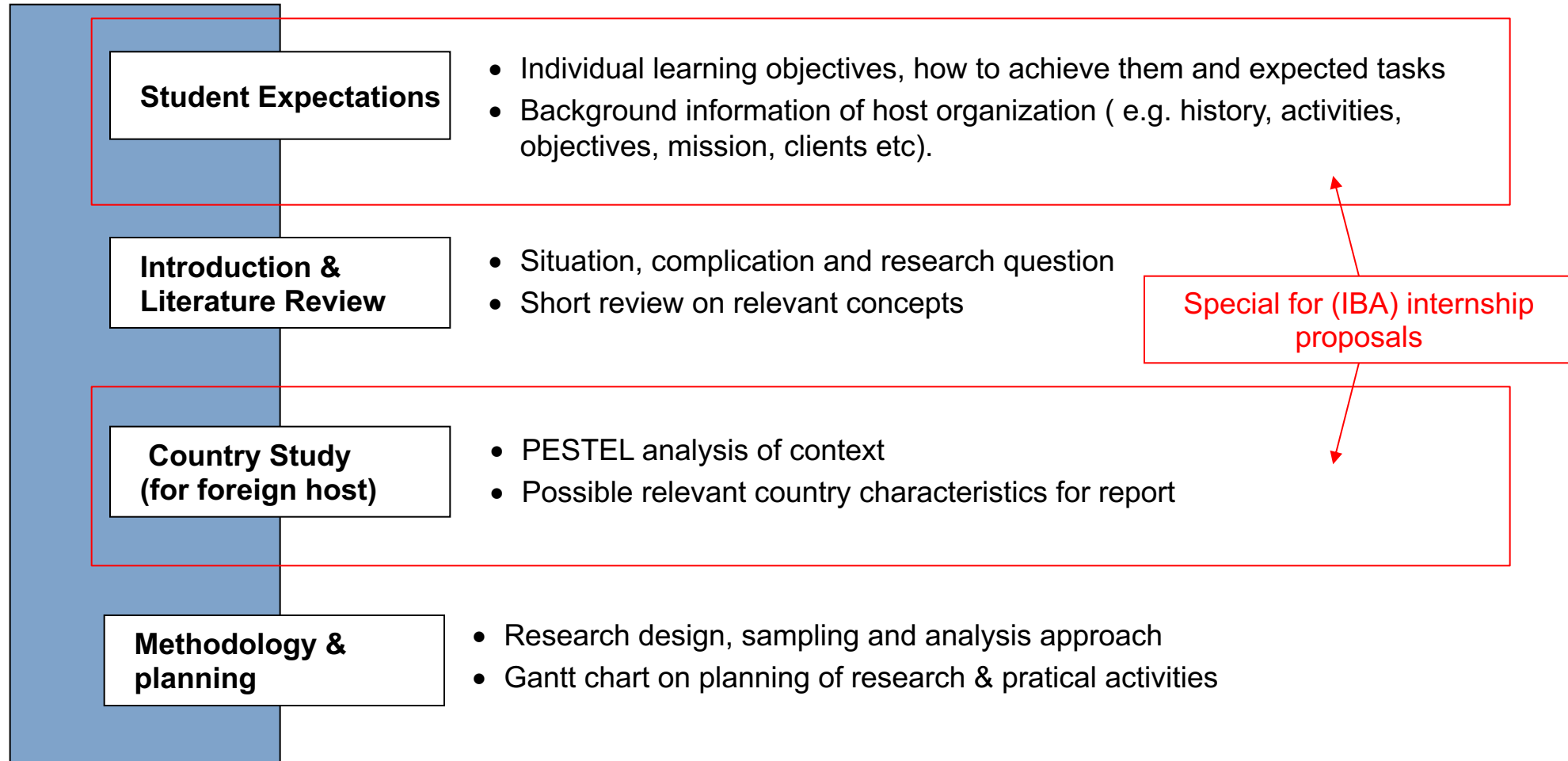


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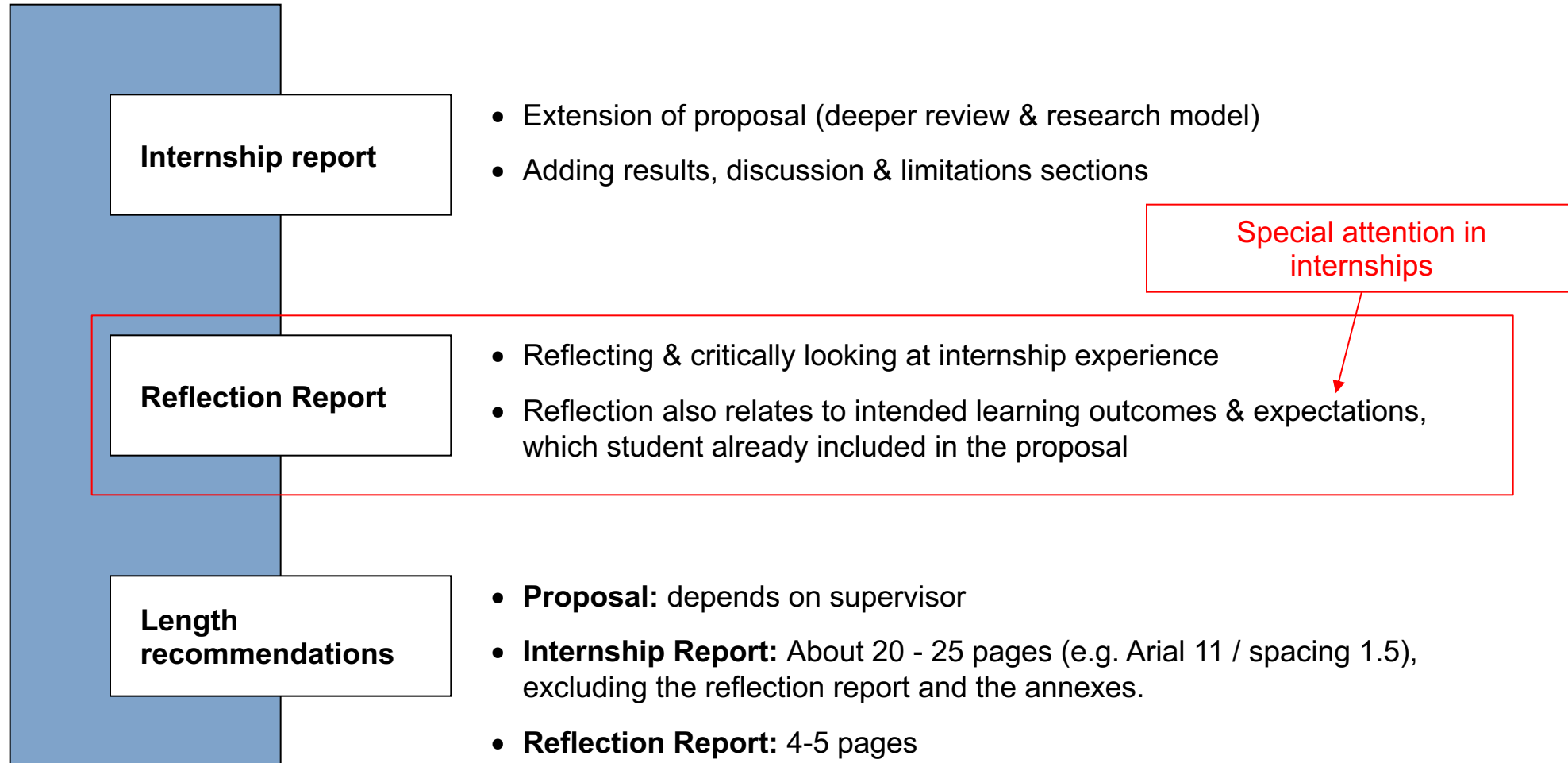
Setup of proposal: A special section in a proposal for an internship is the ‘student expectations section’ – reflecting on individual learning objectives

Setup of proposal



The final internship report builds on the proposal and adds findings & discussion – an additional reflection report is requested for a deeper learning experience

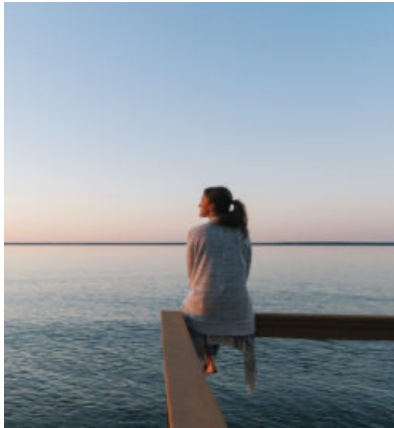
Setup Final Internship & Reflection Report



The reflection report is an integral part of the internship, as it gives the students an additional feedback / reflection loop – As supervisor you also separately assess it

Reflection report

Reflection Assessment:



	Good	Average	Poor
The reflection report contains a reflection about working in a different/business culture			
The reflection report contains a reflection about interaction with the host organization			
The reflection report contains reflection on the work that the host organization is doing and what the student has learned about it as a result of helping in this work or observing it.			
The reflection report contains a reflection on own skills, strengths and weaknesses			
The reflection report contains a reflection on the achievement of the goals/ learning outcomes of the internship project			
The reflection report contains a reflection on supervision and communication with supervisors on-site and with the tutor			

→ See slide notes for more specific areas of reflection

Grading takes among the usual (research question, literature, methods) also theoretical aspects, skills and reflection into account

Grading

Grading

- Final grade determined by academic supervisor
 - Host organization might be contacted for input
- Student is provided with written feedback
 - (optional) Feedback session
 - (optional) Project presentation

Example rubrics:

Assessment Criteria	≤ 5	6	7	8	9	10
Research question	Unclear	Broad	Clear and specific	Clear, specific and well-defined	Clear, specific, well-defined and original	Excellent and innovative
Literature review & Theoretical framework	Unclear and inadequately explained; almost no link with the scientific literature	Limited explanation of the scientific literature	Adequate explanation of the scientific literature; use of local conceptual / theoretical framework	Well-explained and somewhat critical description of the literature; use of a clear conceptual framework	Profound and critical evaluation of the literature; use of a very clear conceptual framework	Excellent; Profound and critical evaluation of the literature leading to a very clear conceptual framework
Research method / Design	Unsystematic and confusing; almost no link with the scientific literature	Limited explanation; vaguely justified using the scientific literature	Adequate explanation; clearly justified using relevant scientific literature	Well-explained and well-justified using the scientific literature	Profound and critical explanation and evaluation of the research method(s)	Excellent; original & innovative method and demonstration of methodological understanding
Data collection and analysis / Validation of the design	Inadequately described; unclear analysis	Rather limited explanation; clear analysis	Adequate explanation; clear analysis; validated with prior research	Well-explained; very clear analysis and validation; Results well-presented	Profound demonstration of data collection and analysis; very clear validation	Excellent; application of latest, broad and in-depth analytical techniques, and validation
Conclusions & recommendations / Contribution to theory	Vague	Clear but not based on the reported findings	Conclusions based on the reported findings; appropriate recommendations for future research	Conclusions firmly based on the reported findings; valuable recommendations for future research	Profound conclusions; original recommendations for future research	Excellent; original and innovative contribution to the existing knowledge on the subject
Conclusions & recommendations / Contribution to practice	Vague	Clear but not based on the reported findings	Conclusions based on the reported findings; appropriate recommendations for practice; practical implications	Conclusions clearly articulated and firmly based on the reported findings; valuable recommendations for practice; practical implications	Profound conclusions; original recommendations for practice; practical implications	Excellent; original and innovative recommendations for practice; practical implications
Writing structure and style	Poor; illogical structure	Clear and consistent	Clear and consistent; adequate expression	Clear and consistent; well-expressed; appropriately argued	Very clear and consistent structure; strong arguments	Excellent; enthused and engages the reader
Independence and professional skills	Dependent on supervisors; poor demonstration of timely & well-prepared communication and other skills	Not so independent; satisfactory demonstration of skills	Semi-independent; good demonstration of skills	Rather independent; very good demonstration of skills	Very independent; superior demonstration of skills	Excellent; superior demonstration of skills
Defending your own points of view (being self-critical, effect, give arguments)	Scrappy defense / presentation; ambiguous answers	Satisfactory skills	Good demonstration of skills	Very good demonstration of skills; clear demonstration of engagement with the subject	Very good; superior demonstration of engagement with the subject	Excellent; superb demonstration of engagement with the subject

Internship presentation

- Benchmarking with other universities
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- Important resources & Future Outlook

Since beginning 2021 we have an internship and assignment officer, Leonie ten Have – she supports with practical matters, mobility online and BMS alumni

Internship and assignment officer

Key aims of internship and assignment officer:

1. Pro-active support and guidance with regards to **internship contracts**
2. To support and enhance the usage of **Mobility Online**
3. Offering support regarding **practical matters** for students, gathered in an internship portal
4. Extra attention for **international students**
5. Strengthening ties with **BMS alumni** (finding opportunities for both students and alumni)



Leonie ten Have

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-> She also sets-up a new internship Info Canvas side (see next slide)

Contact her for support, questions and tips regarding internships! (until March 2022 maternity leave)

Link to currently available resources – more resources are worked on and a new project regarding career development just started (see next 2 slides)

Useful other resources

General overviews

- General Utwente internship page:

- <https://www.utwente.nl/nl/stage/>

- Overview internship coordinators

- <https://www.utwente.nl/en/ces/career-services/contact/#internship-coordinators>

- Career Services Website

- <https://www.utwente.nl/en/ces/career-services/>

Digital internship ideas

- Virtual internship tips:

- For teachers: <https://ccwt.wceruw.org/supporting-virtual-internships-key-tips-for-educational-representatives/>

- For students: <https://blog.ccwt.wceruw.org/exploring-virtual-internships-key-tips-for-students/>



The next steps include to streamline the information provided on a Canvas page, possibly starting new improvement projects and a new project on career preparation

Next steps









Plans for 2022:






1. Expand the information on an experimental Canvas page and make it available for all BMS students (international students will be specifically addressed)
2. See in how far new projects can be created to cover the still existing needs for improvements
3. Start of a new project on needs for career preparation for students

Plan 1: Leonie already set-up an experimental Canvas page available for students of Communication Science to give them more internship information

UT resources in Development

Prototype internship information page (CS only)
– possible BMS-wide rollout 2022

▼ Contracts for your internship or graduation assignment
 Information on contracts for internships and graduation assignments
▼ Information on insurance during your internship or graduation assignment
 Information on health insurance
 Information on liability insurance
 Information on travel insurance
▼ Specific information for international students
 Orientation year highly educated persons
 About job salaries in the Netherlands and salary negotiation
 Working culture in the Netherlands
 Labour laws and rights in the Netherlands

▼ Grants and scholarships for your internship/graduation assignment abroad
 UT funded/distributed scholarships
 Other scholarship opportunities for your internship or graduation assignment abroad
▼ Prepare for your career - Develop your skills
 How to write a good cover- or application letter
 Support from UT's Career Service
 Information on doing an internship during the BSc Communication Science

Plan 2: There are still open needs indicated in interviews and reports – especially supervisors see possibilities for system/process, template and skills support

Support needs



**Key Requests
Teachers**

**Key requests
students**

- **Administrative:**
 - Systems / processes:
 - Estimation potential number of incoming students, possible filtering
 - Overview of students, company contacts & examiners during internship (student-input)
 - Evaluating at end of internship (student survey)
 - Templates: package for companies, grading or evaluation examples
 - Roles: Clearer overview of roles/tasks/interaction of help and staff
- **Skills Support**
 - Skills development: Potential for skills-line lectures for students
- **Before internship:**
 - Practical info (insurances, contracts, etc)
 - Previous student's experience info exchange
- **During internship:**
 - Minimum contact points

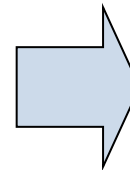
Plan 3: A new project (2021-2022) with another Team will further analyze how to enhance career preparation of students

Looking into the future: New project

Project aim: Can career preparation within Faculty BMS be enhanced and improved for students to be better equipped for the occupational field

Assessment Activities:

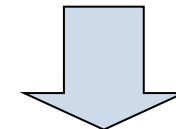
- 1.Current initiatives and processes at BMS and UT-central level
- 2.Wishes of BMS students' regarding education (also alumni)
- 3.Wishes of occupational field (e.g. companies, organizations, research institutes)



Envisioned outcomes

Identification valuable additions

E.g. new materials, programmes needed, role/interaction of Career Services Students and other staff/student bodies



Implementation advice

How improvement can be implemented, developed and managed within Faculty BMS?

Notable stakeholders for this project:

- (International) students
- Study associations
- BMS programme staff (e.g. study advisors)
- BMS teaching staff
- BMS alumni
- Companies/organizations in the workfield
- Career Service Students

Any Questions? Please contact us!

Project members



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