

Louvain School of Management

Internships, crossing the views of stakeholders

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Introduction

Internship is an old concept, which is taking shape based on positive impact on learnings through immersion of students in workplaces. As part of continuous improvement, an analysis on how to maximise the outcome for all parties involved is proposed.

This thesis will review the goals, success factors, challenges and strategies for all parties in the first part and discussion and reflexion both based on experience and learnings in the second part.

To maximise the outcomes of the internship, we have first to understand the goals and objectives of such programs. And the objectives are 3D, the academic institution has its own such as the student and the employer. To articulate those objectives, we need to analyse them at a semantic level, to understand the complex interaction and opposition between each goals of every party.

In the first part of this thesis, we will place the goals and difficulties on the balance. It is an illusion that an internship will have no challenges. There are as many difficulties as there are internships. Identifying a difficulty is the first move to overcome it and therefore this is a crucial point in our analysis. It is by taking into account difficulties that we will build a robust strategy. We will then review four chosen strategies that cover different difficulties of internships. They will have different impact on the internship structure but also for all three major stakeholders.

In the second part, we will underline action points and recommendations for universities, companies and students, build on the literature, the experience of an internship and the testimonies of other students. After general recommendations for the different parties, we will stress three areas of action that the Louvain School of Management could apply to improve the International Business internship program.

PART I: THEORITICAL FRAMEWORK

1. Concepts and Definitions

Work Integrated Learning (WIL) is a concept that includes all strategies or programs in which there is an integration of theory and practice (LISA MILNE, & JULIA CALDICOTT (2015)). In other words, it is the application of the theory within a learning program. They are designed to expose the student to the application of his knowledge gathered during the theoretical courses. Therefore, such programs have two separate sequences, the theory and the application, and the sequence can vary following the model followed. WIL can refer to internships, work placement, industrial placement, clinical education or cooperative education. (LISA MILNE, & JULIA CALDICOTT (2015))

2. Goals of Work-integrated Learning

2.1. For academic institution

The primary goal of any academic institution is to provide the student with quality education (GAULT, JACK; REDINGTON, JOHN; SCHLAGER, TAMMY (2000)). Work integrated programs participate to the improvement of teaching strategies (CARL P. MAERTZ Jr, PHILIPP A. STOEBERL and JILL MARKS (2013)). The recognition and credit play a big part in the motivation from the academic side; internship programs increase the visibility of the institution and this could boost the general reputation of the institution. Moreover, internship programs lead often to better job placement and thus can develop the institution ranking (CARL P. MAERTZ Jr, PHILIPP A. STOEBERL and JILL MARKS (2013)). Universities and high education schools are willing to attract as many freshmen as they can (GAULT, JACK; REDINGTON, JOHN; SCHLAGER, TAMMY(2000)) through statistics of job found thanks to the internships by young graduated and the impact of the internships on the job offer density (CARL P. MAERTZ Jr, PHILIPP A. STOEBERL and JILL MARKS (2013)). To support that, they need to propose programs with added value and work-integrated programs with internships which are highly valuated by students. Those

programs attract business students that desire a work experience during their studies and value WIL as an asset.

Long term partnerships with employers also provide benefits for the academic institution. Long term relation can accelerate donation and fund raising, (GAULT, JACK; REDINGTON, JOHN; SCHLAGER, TAMMY (2000)) this being consequence of the increased visibility and the upgraded ranking of the institution discussed above (CARL P. MAERTZ Jr, PHILIPP A. STOEBERL and JILL MARKS (2013)). Employers can also be a source of advices for the institution, as board members for example (CARL P. MAERTZ Jr, PHILIPP A. STOEBERL and JILL MARKS (2013)).

2.2 For students

The main goal for students is to have a first contact with the business environment. This experience will not only allow the student to confront his theoretical knowledge to the practice (GAULT, JACK; REDINGTON, JOHN; SCHLAGER, TAMMY (2000)) but it will also permit the student to understand learnings more in depth (PATRICIA LUCAS (2017)). The participation to such program also allows the student to reduce the gap between the career expectation built during the classes and the reality (GAULT, JACK; REDINGTON, JOHN; SCHLAGER, TAMMY (2000)). In fact, internship will play the role of pivot between the University and the work environment, thus the loss of landmarks, due to the gap between perception and reality, will be reduce by the internship experience (CARL P. MAERTZ Jr, PHILIPP A. STOEBERL and JILL MARKS (2013)).

The student will learn work related competencies and skills (GAULT, JACK; REDINGTON, JOHN; SCHLAGER, TAMMY (2000)) and he will develop behaviours that are important to personal and intellectual growth (PATRICIA LUCAS (2017)). The student will find a meaning in what he has learned during his traditional classes. The knowledge that the student has gathered during his curriculum will have a clearer structure and this will have a positive effect on future job performances. The opportunity to be in touch with a specific industry will develop an interest of the student for specific area and career opportunities. One major advantage is that the student will be able to benefit from all this knowledge about the field for his personal orientation, organisation and interest (CARL P. MAERTZ Jr, PHILIPP A. STOEBERL and JILL MARKS (2013)). The student will be better prepared to face the

workplace. Having an internship experience will have positive effect on the beginning of the career of the student, he will reach a higher position faster, have a better salary and a better satisfaction as compared to non-interns (GAULT, JACK; REDINGTON, JOHN; SCHLAGER, TAMMY (2000)).

Having a first experience in the work environment is highly marketable in the work market. This point is highly appreciated by employers as experience has value. This mean that the post graduated will have already some developed skills related to the work environment and will have reached a higher level of communication in business (CARL P. MAERTZ Jr, PHILIPP A. STOEBERL and JILL MARKS (2013)).

2.3 For Companies

A motivation for companies to accept and supervise work-integrated learning programs is that interns are seen as additional workforce allowing employees to focus on more urgent tasks (CARL P. MAERTZ Jr, PHILIPP A. STOEBERL and JILL MARKS (2013)) and they are part of their recruitment strategy (GAULT, JACK; REDINGTON, JOHN; SCHLAGER, TAMMY (2000)). They will benefit from the internship period to assess the intern's potential based on expressed skills and competencies. Beside enlarging their pool of potential qualified new recruits, companies also benefit of a cost efficiency as they can reduce their cost-per-hire by recruiting interns. When recruited, adaptation period of the new hired is reduced, indeed, onboarding training is easier for former interns. The intern is more known by the employer thus the employer can place him where his potential will be maximised for the company (CARL P. MAERTZ Jr, PHILIPP A. STOEBERL and JILL MARKS (2013)).

Internships allows companies to stay in touch with the academic world, to have a presence on campus to attract young adults in order to increase opportunities for future recruitments through a stable long-term strategy. Recruiting interns decreases the risk of hiring a wrong profile and it is especially important in period of crisis or other periods when hiring becomes critical (GAULT, JACK; REDINGTON, JOHN; SCHLAGER, TAMMY (2000)). Having interns develops the visibility of the company and enhance the employer reputation. If the intern is satisfied by his position and the work environment of the company, he is likely to share his positive experience with his friends and more generally his network. This is boosted

by today's tendency to share everything on social medias (professional or not professional). In addition to that, a former intern will be more loyal to the company than a non-former intern (CARL P. MAERTZ Jr, PHILIPP A. STOEBERL and JILL MARKS (2013)).

3. Work Integrated Learning Programs Success Factors

In this part, we will identify the major success factor of an internship. We will review the academic institution, students and companies' perspectives. Those success factors should be taken in account to ensure the successfulness of the work-integrated program.

3.1 For academic institution

Firstly, we must keep in mind that all actions taken by the institution should support the academic goals of the University or higher education institution. One major element to ensure alignment is by implementing an assessment strategy of the experience. The objective of the assessment will be to link the experience to the theoretical learnings (CARL P. MAERTZ Jr, PHILIPP A. STOEBERL and JILL MARKS (2013)).

The main ability of the institution that will predict the successfulness of the experience is the ability of the University to meet the needs of both students and employers. This is done during the preparation phase, the faculty must multiply the number of contacts taken with the student and facilitate the contact between student and employer. Other success factors are directly link with the skills and competencies of the faculty supervisor: the ability to support the student to set his own goals and expectations for the experience.

The academic institution should require a signed contract between the student and the employer to set clear expectation to avoid disappointment and misplacement. Establishing a clear assessment procedure is one of the factors that will allow the student to maximise the benefits of his experience. The academic institution should contact the employer to share legal obligations and duties regarding the intern and to maintain a good relationship. To enhance all those considerations, the academic institution should keep a record of all internships, with student's evaluation and appreciation (CARL P. MAERTZ Jr, PHILIPP A. STOEBERL and JILL MARKS (2013)).

3.2 For students

For students, success factor is more trivial. The first success factor is having good grades and complete successfully his cursus. Another success factor will be that the workplace experience will be exciting for him and that he will learn, gather knowledge and develop new skills and competencies. Having the possibility to connect theory with practice will be for him a real motivation. Turning his internship into a job proposition will also be a success for him. Alignment between student expectations and internship content will be a key success factor to prevent student's disappointment.

3.3 For companies

On the employer side, a success factor would be that the work delegated to the intern would be well done. A major success factor for the employer is driven by the intrinsic nature of a company, profitability and costs. Taking an intern should not cost the company, if the internship is paid, the value of the work provided by the intern should balance the cost of the internship. When the employer has as a policy to turn internships into a recruitment program, the internship would be a success if the intern signs a contract with the employer after his internship.

4. Work Integrated Learning Programs Challenges

There are several difficulties in the implementation of work integrated learning programs, generally related to unequal commitments from the parties (University, employer and student).

4.1 For academic institution

Risks for academic institutions can be divided into two major categories; strategic risks and operational risks (CRAIG CAMERON (2017)).

Operational risks are risks that will impact the daily management of the institution. Initiating a work-integrated learning program will result with the increase of workload for the faculty administration. The more challenging part for the academic workload is the assessment part because the course assessment which include WIL are more complex than course without WIL. A traditional course assessment strategy will have a summative strategy; the student is simply requested to prove some outcomes attainment. Contrary to this, a course with a work-integrated experience will need a different assessment strategy such as a formative assessment that emphasises the developmental dimension of the learning. Formative assessment is heavier for the workload than traditional summative assessment. This type of assessment is based on feedbacks, and because of the nature of the work experience, the assessment strongly depends on the situation of the experience and hence cannot be fully framed. In addition, long-term relationship maintenance between the institution and the employer is heavy load for the institution as having an external partner is a factor that will increase the effort needed to complete tasks.

Strategic risks are the risks that will have an effect on the capability of the institution to achieve its previously set goals. Work-integrated learning is taken as a strategic risk because it has an impact on the overall goals of the institution, it has to satisfied two parties, students and employers (CRAIG CAMERON (2017)). An important dimension to keep in mind is that a strategic risk can affect positively the institution and hence be beneficial for it.

By implementing a work-integrated learning program, the academic institution takes another strategic risk related to its image or reputation as the institution has to meet on a best effort basis the expectations of the third party (AYSE A. BILGIN, ANNA D. ROWE, & LINDIE CLARK (2017)). Those risks taken by the University can be associated to risks taken by a company and therefore analysed as such with the enterprise risk management (ERM) methodology. The ERM states that every risk has an impact on the organisation's results and that risk influence can either influence positively the organisation or negatively (CRAIG CAMERON (2017)). Craig Cameron (2017) identified and gathered five perspectives of the enterprise risk management (ERM) that can be applied to universities (we will extend this to all higher education institutions) and that differs from the traditional application of the ERM. The first one is that risk can be perceived as an opportunity or a threat, this is the dual perspective on risk. The second one is the holistic perspective on risk, risks taken by the institution can negatively affect the ability of the institution to meet its objectives. The third is that risks management are centred on the goals of the mission but in alignment with global objectives of the institution. The fourth one is that the whole institution share the risk and the responsibility. The last one is that all those distinctive features are integrated to traditional ERM.

Work-integrated learning programs also add a legal risk for the institution: it places the student into an external environment, designed and managed by a third party (the employer) unlike traditional classrooms where the institution has full control of the program. Legal risk come from the fact that students will be exposed to the real world with the consequence that it is unpredictable. Legal risk can materialise under different forms. The institution might miscommunicate competences and skills of the student. The student might be responsible for physical or verbal abuses, stealing propriety, unauthorized absence from the workplace, neglected responsibilities. If the risk materialise itself, the costs incurred by the University can be various. It can result as a financial cost, to pay damage and interest to a third party. The staff workload will be increased, the time spend taking care of the situation can be gigantic. The time spend taking care of that will also divert the institution's staff from their primary objectives, teaching and research (CRAIG CAMERON (2017)). However, the most critical cost that an institution can face is the cost linked to reputation damage, the negative publicity around such matter can be devastating (CRAIG CAMERON (2017)).

4.2 For Students

A first difficulty for the student comes from the fact that his expectation and the reality might not be aligned. Indeed, if the purpose or the scope of the experience is not what the student was expecting, he will be dissatisfied by his experience and will be demotivated.

If the work-integrated learning program translates itself to a mentor-mentee relation, the diversity between the mentor and the student could be one source of difficulty. In the literature, it is found that people with smaller demographical “distance” are keener to have positive affects between each other. If the student (mentee) is demographically diverse from his mentor, he will be more inclined to be dissatisfied with his relationship with his mentor. He will be less confident with him and will have difficulties to initiate conversation (DANIEL C. FELDMAN, & WILLIAM R. FOLKS and WILLIAM H. TURNLEY (1999)).

There are several factors on which we can evaluate the demographical distance, for example age, gender and nationality. Concerning the gender, there are more difficulties to establish a relationship with the other gender. This come from the fact that individuals involved in the relation dread sexual intimacy, individuals will take distance from each other to avoid ambiguity. They will take that distance not only for them but also because other people could think that there is sexual involvement in the relationship. Regarding the age gap, if the gap is too large, the chance to have a healthy relationship decreases and the relation will have a parent-child form. Concerning the nationality, if the student comes into an homogeneous environment (culturally speaking) that differs from his own culture, he will have troubles to make contact and socialise (DANIEL C. FELDMAN, & WILLIAM R. FOLKS and WILLIAM H. TURNLEY (1999)).

Another difficulty is that the student may receive all the unchallenging work to do, for example, the administrative paperwork. Some companies have bad practices about intern’s management, and it may be assimilated to personal servitude. This kind of behaviour from the employer could cause harm to the intern (CARL P. MAERTZ Jr, PHILIPP A. STOEBERL and JILL MARKS (2013)).

4.3 For companies

Companies do not support major money costs but the cost of accepting an intern translate mainly into time and commitment from the supervisor. He must plan, evaluate, guide the intern during his whole stay at the company. This is the opportunity cost of accepting an internship program for the company. The company is offered additional workforce but at the same time, as the supervisor has to take care of the intern, the time he dedicates to the intern is not spend on his own objectives. Therefore, costs will naturally vary from one intern to another, the lack of the intern's qualifications will increase that cost. Due to their inexperience, interns may have some trouble to manage their time or to take initiatives. The supervisor can also have trouble to give relevant work to the student, or to decide which part of the work to delegate to ensure quality delivery.

Companies also face legal risks: for example, if the intern is not paid and multiple source can give work to the intern, harassment can surface (CARL P. MAERTZ Jr, PHILIPP A. STOEBERL and JILL MARKS (2013)). In the US, the company must be compliant with the equal employment opportunity (EEO) law and workman's compensation law. The company must also be compliant with the Fair Labour Standards Acts (FLSA) in case the internship is not paid, the company must assure that the training benefit to the intern (CARL P. MAERTZ Jr, PHILIPP A. STOEBERL and JILL MARKS (2013)).

5. Work-integrated Learning Programs relevant Models and Strategies

In this part, we will review different approaches, strategies and models proposed by the literature concerning the work-integrated learning programs.

5.1 Activity theory-based strategy and framework

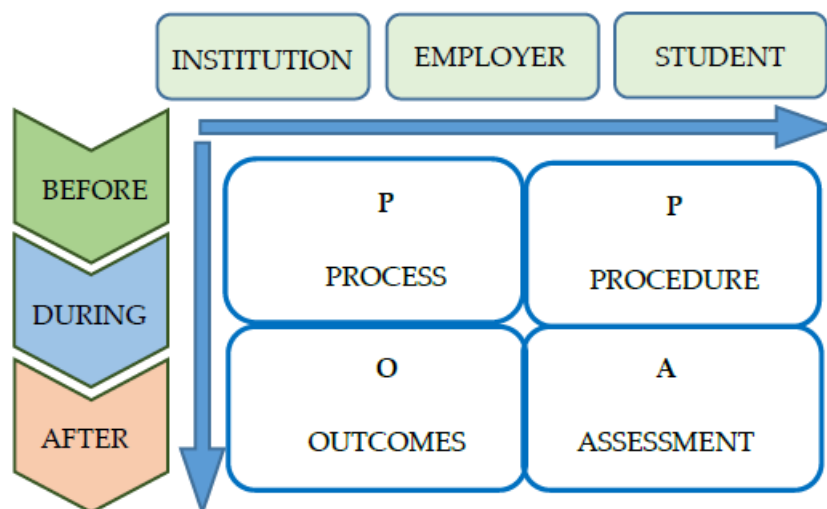
This strategy is based on the work of Vygotsky (theoretical foundation of the theory) and Engeström (1987) who conceptualised the theoretical statements of Vygotsky (BURATIN KHAMPIRAT, & NORAH McRAE (2016)).

Engeström presented seven variables of such learning, the activity of interest (what activity?), the subject (who is doing the activity?), tools (how does the activity is cared?), rules (what does influence the activity?), community (what is the sociocultural context?); division of labour and outcome. For example, from the institution point of view, the subject is the student the objective is to learn and link theory to the practice. The tools are the knowledge that the student has gathered during the courses. The rules are the one of the WIL requirements designed, community is the WIL program supervisor. The division of labour is the one found within the WIL program and the final outcome is the meeting of the objectives regarding the experience. The same exercise could be done with the employer point of view. The important point is that the activity system allows a strong theoretical foundation (BURATIN KHAMPIRAT, & NORAH McRAE (2016)).

Based on that theoretical foundation, BURATIN KHAMPIRAT and NORAH McRAE proposed a quality standard framework matrix. This framework as two dimensions. The first one contains three stakeholders, institution, the employer and the student. The second dimension is a time driven dimension with three separated phases, before, during and after. The inside of the matrix is divided in four categories, the process (P), the procedure (P), outcomes (O) and assessment (A). The process is the task to accomplish during the period. The procedure is the action that the party needs to take to achieve the process. The outcome is the direct results of the action taken in the procedure category. The assessment is the reason

of the procedure and therefore the expected final consequence of the process. (see appendix n°1, 2 and 3 for example). This matrix is a visual representation that the three parties have different objectives during the different periods.

Figure 1: PPOA Quality Standard Matrix



Source : BURATIN KHAMPIRAT, & NORAH McRAE. (2016). Developing global standards framework and quality integrated models for cooperative and work-integrated education programs. *Asia-Pacific Journal of Cooperative Education*, Vol. 17(No. 4), pp 349-362.

This matrix allows us to identify the critical procedure to follow to ensure quality for the program. This matrix is defined as a guide to ensure quality processes, procedures, outcomes and assessments (PPOA) and has no meaning to be restrictive (BURATIN KHAMPIRAT, & NORAH McRAE (2016)). This matrix has been designed to easily connect all stakeholders' expectations during the WIL program. The application range of this matrix is very broad and can be apply to a large amount of organization. This matrix provides a real assurance of quality for the program.

In order to evaluate and forecast the effectiveness, Khampirat and McRae developed a causal model to monitor the effective quality and performance of the program. The goal of this model is to ensure that the structure that is put in place support the objectives of the internship program. This model helps to identify strong and weak point of the WIL program (BURATIN KHAMPIRAT, & NORAH McRAE (2016)).

As we can see below, the causal model is decomposed into four general parts. The first zone includes all contextual variables such as the Organization and the environment. Second zone is gathering process and count 6 processes (see Figure 2); (A)Leadership, (B)Strategic Management Processes, (C) Building and Developing Teamwork, Network and Ownership, (D) Supporting of others Organizational units, (E) Knowledge Management Technology and Communication system, (F) Focusing on Student, Stakeholder and workforce. All arrows are starting from the leadership dimension which makes sense because leadership team will dictate the framework to follow or at least approve it (BURATIN KHAMPIRAT, & NORAH McRAE (2016)).

The first three processes are internal to the functioning of the dedicated structure. The leadership is the decision maker of the organisation for the relevant decision. The strategic management process is the process through which the LSM or more precisely the IB team go when taking strategic decisions. The Building and Developing Teamwork, Network and Ownership part is related to how does the IB team is enhanced to work on the development of the internship program, how does the network of the different staff in the International Business team profit to the team and what synergy can the team take advantage of.

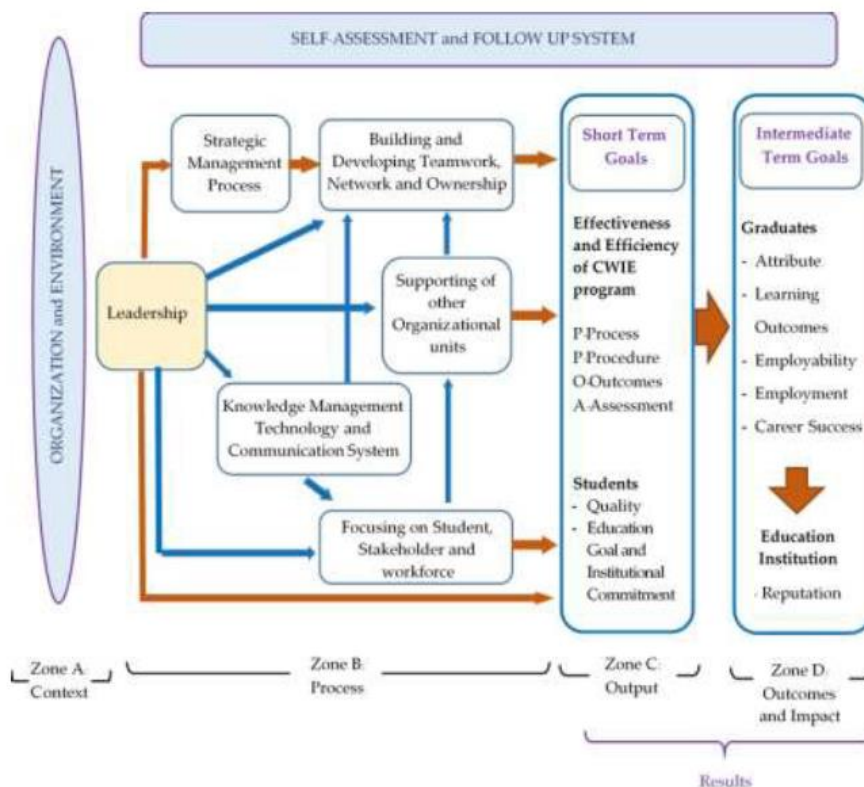
The Supporting of others Organizational units category list all the independent organisation that are involved in the development of the internship program. A list for the IB will include the AWEX that propose internships and state grands, any platform that will connect student to companies, European organism for the internship grands, ...

The Knowledge Management Technology and Communication system list all system that structures the flows between people and how the knowledge is shared through the

organisation. For example, the IB has Moodle, the Student's email address, intranet with dedicated platforms. The Focusing on Student, Stakeholder and workforce category will gather all the processes related to the staff members of the IB team, the communication dedicated to the student, and more globally the impact of communication processes on the student, but also for other stakeholders.

Third zone is the short-term goals and gather all the outputs of the program such as the efficiency and effectiveness. The PPOA matrix will be in the third dimension because PPOA is the assurance of the quality outcome. The last zone, Intermediate term goals contains all outcomes and impacts of the program on the graduate. It is crucial to understand that this causal model has for goal the self-assessment and monitoring of the performance of the program (BURATIN KHAMPIRAT, & NORAH McRAE (2016)).

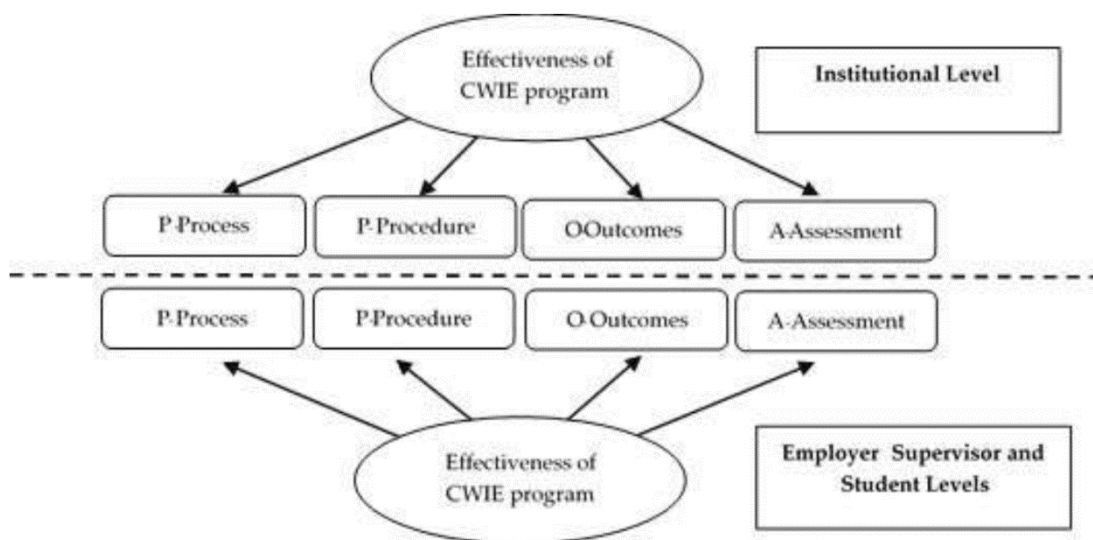
FIGURE 2: Causal Model



Source : BURATIN KHAMPIRAT, & NORAH McRAE. (2016). Developing global standards framework and quality integrated models for cooperative and work-integrated education programs. *Asia-Pacific Journal of Cooperative Education*, Vol. 17(No. 4), pp 349-362.

By definition, WIL (CWIL in the model) program is a complex environment, stakeholders may not share the same view of effectiveness. A model has been developed to assess the effectiveness from each stakeholder view. This multilevel measurement model of effectiveness has two major dimensions, the institution level and the employer supervisor and student level. We also use again our PPOA categories to structure the evaluation. This model helps us to visualise the separation between the parties. This separation has for effect that the academic institution does not have a direct access to the information concerning the experience and therefore has to rely on feedback from the two other parties.

FIGURE 3: Multilevel assessment Model.



Source: BURATIN KHAMPIRAT, & NORAH McRAE. (2016). Developing global standards framework and quality integrated models for cooperative and work-integrated education programs. *Asia-Pacific Journal of Cooperative Education*, Vol. 17(No. 4), pp 349-362.

In conclusion for this part, we reviewed a matrix as assurance of the quality of the WIL program by decomposing the process in three parts, Before, During and After. After that we discussed a model to monitor and forecast the effectiveness of the program by identifying the context variables, the processes and the short and intermediate goals of the program. Finally, we identified a multilevel measurement model which will help us to evaluate the efficiency of our program from different stakeholders' point of view.

5.2 The TARL Model.

In this section we are going to develop the Teaching and Assessing Reflective Learnings (TARL) developed by Mary Ryan and Michael Ryan in their article “*Theorising a model for teaching and assessing reflective learning in higher education.*” The multilevel assessment model helped us to understand and visualised the fact that assessing an internship experience is difficult due the nature of the experience.

The authors of this model developed the framework of the TARL model to not only define a “*pedagogic landscape*” (M. Ryan & M. Ryan, (2011)), but to associate it to the critical reflexion. They describe this as the “*pedagogic choice*”. They define the *pedagogic choice* as an action that will require *the perspective of multiple dimension* (M. Ryan & M. Ryan, (2011)).

They developed the *pedagogic landscape* into two dimensions, a vertical axis, the “category-based dimension” and a horizontal axis, the “development base dimension”.

The category-based dimension is described by the authors as development of the student’s thinking. From basic thinking to more elaborated and advanced thinking. The authors developed three scales for this dimension and precise that the dimension is flexible, the dimension is not limited to the scales presented in their work. We are going to review only two of the three scales because the third scale is an application to the nursing education in Australia and is therefore limited to that field of education.

The first scales presented is the model developed by Kalantzis & Cope in 2008. The scale is divided into four categories of reflexion level. The first stage is *experiencing*, this category is related to connecting the knowledge already acquired to new situations. This connection will help the student to create new knowledge based on his previous knowledge linked to new situations. The second stage of the reflexion is the *conceptualising* stage of the reflexion. In this stage, the link between the theoretical knowledge and the experience goes one step further, the student do not only use his previous knowledge to deal with a new situation but he is capable to understand and conceptualise the experience, he connects theory

and concept to the experience and is capable to generalize a situation by building his own concepts.

The third stage on the scale developed by the authors is the *analysing* stage. In this stage, the student will be able to analyse in depth the context and the implication of it on the situation. He also will analyse all part of the conceptualised experience and understand the assumption that has been made together with the impact of each piece of information. In this third stage it is more about understanding the relation between the different part of the information and the implication that each part has on the rest of the information. In this stage we reach a semantic level of learning, understanding the experience as whole with the internal connection and implication. In the previous stage the learning was only summative, the addition of information confronted to the previous knowledge of the student. The final stage of this scale is the *applying* stage. At this stage, the built knowledge during the first three categories is now acquired knowledge. This stage is about applying the newly acquired knowledge and concept into innovative ways. Deriving from the traditional application field of a concept is seen as an opportunity.

The second scale that the authors M. Ryan and M. Ryan propose is a theory developed by Bain et al, the 5 Rs scale. This scale has five stages, the first one is *Reporting*. At this stage, the student only relates to his experience and describe the situation without any comment or reflexion. The only outcome of this level is the summative description of the experience. The second stage is the *Responding* level. At this level, the student does not only describe the experience, but he positions himself toward the situation, he describes his feelings about the experience. The next stage on this scale is the *Relating* level in which the student tries to link his experience to previous experience. The fourth stage is the *Reasoning* level of the reflexion. At this stage, the student does not only refer to his previous experience but also to the theoretical knowledge his acquired. He links the experience to theoretical knowledge. The final stage of the scale developed by Bain and others is the *Reconstructing* level. At this stage, the student will build his own theory and concepts and will apply those in the future if he is exposed to similar situation.

In the work of M. Ryan and M. Ryan (2011), they regroup the first and second stage based on the analysis of Carrington & Selva (2010). It is mentioned that is often hard to distinguish the difference between the two stages.

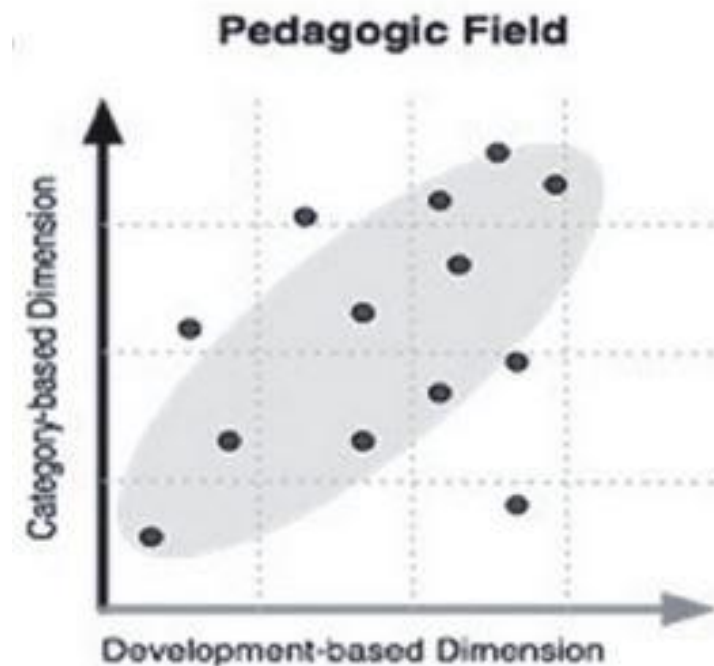
The development-based dimension is described as the development of the student through the whole experience. The development of the student through the experience will change the teaching needs of the student. If we take the example of a traditional cursus, the development of the student from the first year to the last year will have an impact on the needs of the student regarding the teaching method and the learnings. The schema of first teaching the basis of the cursus, ensuring a solid theoretical knowledge. Then progressively the student will have to apply the acquired knowledge. The ultimate point of knowledge application being the internship experience. The development-based dimension can be resumed as from simulated theoretical knowledge to real and applied knowledge. The authors developed a scale for the dimension. It is divided in three parts, *foundation, theory and professional practice* (M. Ryan & M. Ryan (2011)).

The authors also developed the vision of Kalantzis & Cope, for the scale of the development-based dimension. The scale is based on the “*focus*” of the development at a certain stage of the learning. The first stage of the learning is the “*known*” stage, described as a stage where the student needs to relate to known situations and knowledge. The second stage of the development of the student is centred towards the peers, the contribution and the knowledge that others can provide to the student to feed his new stage of knowledge. The final stage of the scale developed by Kalantzis & Cope in 2011, is the stage where the student will be able to use the basic knowledge, the knowledge about the practice and the connection between the knowledge and the practice.

A final and more simplistic scale is developed by the authors M. Ryan and M. Ryan, it is based on the observation that at the early stage of the learning, the student is confronted to simulation. But then when the student progress through the learning and its development, the simulation becomes real practice until the end where the internship is a complete real experience.

The two dimensions provide us with the pedagogic field on which we will be able to identify the stage of the learning development and then connect the stage of the development with the level of reflexion associated. (See Figure 4)

FIGURE 4: The TARL model



Source: RYAN MARY E & RYAN MICHAEL (2012) Theorising a model for teaching and assessing reflective learning in higher education. *Higher Education Research and Development*

This model allows us to visualise that the assessment method has to be in line with the teaching strategy and therefore that they cannot be dissociated, the assessment method is part of the teaching strategy. The authors precise that the *pedagogical field* (see Figure 4) allows to position the teaching strategy and the assessment method with the perspective of time and contextual space. They also underline the impact on the understanding of the student of the process and the development of the assessment method by creating a common language.

5.3 Collaborative governance framework

The work integrated learning program outcomes are different from basic learnings that a student can acquire during traditional classes. The student will acquire different knowledge and skills and the nature of the learnings will need another assessment methodology. Traditional measurement of success will not fit the assessment of the WIL experience because in traditional classes, it's the achievement that is measured whereas for the work integrated experience, it is the practice performance, capabilities and skills that need to be assessed. The

assessment method needs to adjust itself to numerous ways student can show the learnings outcome (AMANDA HENDERSON, & FRANZISKA TREDE (2017)).

Assessment is a crucial part in the learning process, it's important for the learner to appraise his work. The assessment will also allow the student to identify its weak points and work on it. One difficulty of the assessment of such programs are that there are three distinct parties involved, the University, the employer and the student. Given that fact, it is crucial for the assessment that the three parties will have a common language and will align their expectations. Collaborative governance is a proposed framework to help to develop a common language among University, employer and the student to ensure learnings outcomes (AMANDA HENDERSON, & FRANZISKA TREDE (2017)).

Collaborative governance is different entities working together to archive a common goal. The central idea in collaborative governance is that entities by applying collaborative governance and working together will archive more than is they were working separately. Originally, collaborative governance is applied when public agencies have to work with non-public organisation. Collaborative governance will help to build trust and understanding, and it will support the development of the relationship between entities and therefore it will ensure a quality outcome (AMANDA HENDERSON, & FRANZISKA TREDE (2017)).

Shared values are important in this type of relationship, distrust between parties will have a negative impact on the outcomes of the learning and the relationship will have a short-term outlook and thus the learnings of the student will not be maximised. This is a reason why it is important to build based on a collaborative governance, a relationship with common values such as trust, understanding, commitment (AMANDA HENDERSON, & FRANZISKA TREDE (2017)).

The collaborative governance framework needs to be built with all parties (the University or high education school, the employer and the student) to ensure that all needs are met to allow a long-term relationship. Communication about the collaborative governance is crucial to build trust and confidence within the relationship. The collaborative framework is based on three elements; structure, processes and outcomes. Processes and structure are key to help the student to reach its objectives and not fell forsaken (AMANDA HENDERSON, & FRANZISKA TREDE (2017)).

Regarding the University structure, it is a crucial beginning to have clear institutional structures to ensure clarity in the procedure. The mission and the vision should include the work-integrated learning program because this is a real demonstration of the University commitment. The fact that the institution disposes of an office dedicated to the WIL will be definitely an advantage for the clarity of the structure. At this stage, it is key to communicate well and clearly the objectives and aims of the program. Corporate governance will be built at the very beginning, employer and student should be invited to give their opinions, comments on the project and the structure proposed by the University concerning the work integrated learning program. Universities should ensure adequate resources (facilities, infrastructure and staff) to support the WIL. The University will have different interaction with their student before, during and after the experience. Before, the University will have to support the student in his research and may need to connect him with potential employers. During the experience, the University has to connect regularly with the student to ensure optimal development of the program and the continuous assessment of the experience. After the experience, the final assessment will have to take place and the University must be sure to have the appropriate assessment methods for this kind of learnings. As we saw, assessment is one of the biggest difficulties concerning the WIL (AMANDA HENDERSON, & FRANZISKA TREDE (2017)).

The University processes are the actions that are taken inside the structure developed by the faculty. Those actions have as an objective to interact with employers and students. The communication should be held by a competent coordinator to establish dialogue with both parties and to build understanding. The academy will also have to act to develop the competencies and skills that the student will need to have to start his experience, the support of the University doesn't stop at finding matches between students and employers, but the faculty must prepare the student for this experience to ensure a quality outcome.

Speaking about outcomes, University will have to ask for feedback. Firstly, feedback from the student about his work-integrated learning experience and the outcomes that he has identified. Secondly, the academic institution needs a feedback from the employer on the performance of the student during the work experience (AMANDA HENDERSON, & FRANZISKA TREDE (2017)).

On the employer side, the structure must be worked on to support the integration of a student in the organisation. The values of the employer organisation must be in line with the

values of the University and the spirit of a WIL. Contract and internal policies must be openly communicated with the University and the student. Communication is a key in this relationship, the employer should discuss about how this experience could converge toward the learnings of the student.

For the employer processes, the employer needs to communicate internally with the staff that will be mentoring the student. Internal discussion about training for the staff regarding assessment and mentoring/ coaching of a student to guide him as well as possible, as part of implementing a learning culture, is important to secure quality outcomes for both the student and the employer. The environment should support the development of the student within the workplace, staff should be available to mentor the student and offer activities in line with skills of the students. Those action will only be possible if the employer is really committed to work with the student and University, without this strong willingness to work with universities and students, those action will not be implemented (AMANDA HENDERSON, & FRANZISKA TREDE (2017)).

Concerning the employer outcomes, they are less obvious than for the University and the student. Employer will benefit from new ideas and a fresh look on of a situation, the student may bring innovation and introduce new ways of thinking. Another outcome that we already discussed about is that the work-integrated programs can be a source of recruitment. Indeed, an internship can be a springboard for the student career. Being in contact with universities and student also profit the employer, having access to different resources can be a potential advantage for the employer, he could profit from trainings, or other resources that will increase the professional development of his staff (AMANDA HENDERSON, & FRANZISKA TREDE (2017)).

Now regarding the student, the learnings and the theoretical knowledge of the student are the structure of the student, taught by the University. Therefore, we can see here that the University has a direct impact on the student structure due to the choice of which knowledge does the student has access to (AMANDA HENDERSON, & FRANZISKA TREDE (2017)).

The processes for the student are materialised into understanding the relation between the University and the workplace. It is important for the student to know what the organisation does and what are the objectives of the organisation but without forgetting the

objectives of the University and of his learnings. He needs to put in perspectives all different goals (AMANDA HENDERSON, & FRANZISKA TREDE (2017)).

The outcomes for the student will have to be assessed and he will have to demonstrate his learnings. The assessment of WIL programs learnings are specifics, and it is encouraged that the student should be a cocreator of his own assessment and this because, as previously said, WIL will develop different skills and knowledge of the student as compared to theoretical courses. The student should perform a reflection analysis to evaluate himself and the learnings acquired. The employer will also be one of the assessors of the performance of the student (AMANDA HENDERSON, & FRANZISKA TREDE (2017)).

Concerning the general framework, we have identified that communication is a keystone of collaborative governance. Communication is the basis of each collaboration between entities. It is the first process to implement when forming a new relationship. The University should clearly communicate with the work place about the knowledge and skills of the student and the objectives of the work-integrated experience. Another point that is crucial is that partnerships can be productive when competent staffs are present in both parties (employer and University). Indeed, competent staff will be able to first identify the requirement of the WIL and afterwards communicate them to the employer. On the other side a trained staff of the employer will be able to identify if there is a competent staff member able to take the student and if there is relevant work for the student to do (AMANDA HENDERSON, & FRANZISKA TREDE (2017)).

5.4 Critical reflexion

One of the goals of WIL is to encourage the student to be proactive in his learnings and to become an independent learner. This kind of curriculum is particular because of its “content nature” and therefore the assessment is a challenge. The context of the curriculum is also an important variable as we have seen here above in the causal model (PATRICIA LUCAS (2017)).

There are three different perspectives to analyse a curriculum, the transaction, transformation and transmission perspectives. The transactional orientation is when the

student is proactively engaged in his learnings. The student make connection with past and present knowledges and experiences to make new knowledges. The transformative orientation has for goal to change the student into an agent of social change by putting the learnings into connection with the social, ethnical, political and ethical dimensions. The transmission orientation occurred when the student is placed in a passive role. Following Dewey there is two questions, “what to learn?” and “How to learn?”. The challenge being when you know what to learn, finding how to learn it the most efficient way (PATRICIA LUCAS (2017)).

There are several ways to implement critical reflexion in cooperative education programs for example reflective journal, e-portfolio content, reflective writing with report and essays. This could be one side of the assessment. (PATRICIA LUCAS (2017))

Patricia Lucas identified some point of the student learnings that the critical reflexion will enhance:

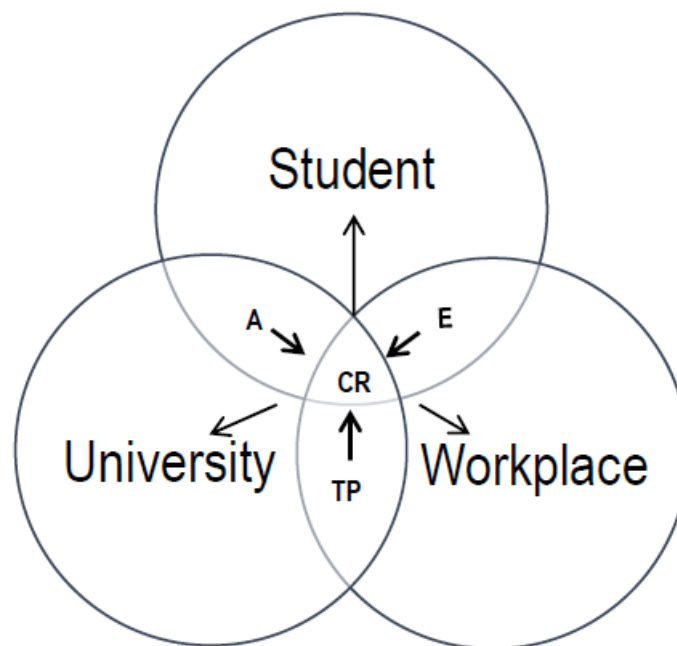
- (1) *“It will help the student to connect theory and practice*
- (2) *Deeper understanding of the learnings*
- (3) *Opening of new opportunities for learning at the workplace*
- (4) *Exploration and experimentation with ideas and knowledge*
- (5) *Active construction of knowledge*
- (6) *Developing attitude that will value personal and intellectual growth*
- (7) *Student will have the potential to impact his work place (future practices or decisions)”* (PATRICIA LUCAS (2017))

Patricia Lucas stress the importance of having a model. For her, the value of a model is significant and especially in complexes environment such as cooperative education. All parties will benefit from having a model that they can visualise, they will be able to visualise relationships between each party and this could lead to better understanding and retaining information. (PATRICIA LUCAS (2017)).

Patricia Lucas identified four main themes of learning and education; learning environment (we can make here a link with the causal model of the first theoretical framework), learning experience, self and utility of critical reflexion as a learning strategy (PATRICIA LUCAS (2017)).

The transactional model gives us a visual insight of critical reflexion in a cooperative education program. In this model, the interaction between stakeholders are highlighted. This model is not a static model, each stakeholder is dynamic, with his own will and interest. The aim here is to conciliate and visualise what diverge from each stakeholder.

FIGURE 5: The transactional model of critical reflexion



SOURCE: PATRICIA LUCAS. (2017). Positioning critical reflection within cooperative education: A transactional model. *Asia-Pacific Journal of Cooperative Education*, Vol. 18(No. 3), pp 257-268.

In this schema, A stand for Assessment, E for experience, TP for theory and practice, CR for critical reflexion.

This model has two orientations, the first one is the arrows that are pointing to CR (critical reflexion). They can be understood as the factors that have an influence on critical reflexion. So, if you start from transactional areas (E, A and TP) this means that the flows of influence will change the view of the student on critical reflexion subject. The fundamental aim of critical reflexion is to unit all stakeholders. The second orientation are the arrows that are going from the CR to the stakeholders. Those can be read has the influence that CR can have on the three major stakeholders. Critical reflexion will allow the student to better understand the University and the workplace.

Critical reflexion will change student's perception of the University, this will allow him to make better plans for the future. It will also contribute to the active participation in the community at the workplace and therefore to initiate movement in practices, change the culture, influence its environment (PATRICIA LUCAS (2017)).

Dewey (1938) identified the two main factors that will influence the quality of the experience. The first one is the "agreeability" of the experience and the second one is the degree of influence that a previous experience could have on the next experience. With critical reflexion the student will also connect experiences together which will allow the student to better understand his knowledge construction and will be able to construct plans for the future and to manage future events. The integration of critical reflexion will also enable the student to change a difficult situation to a manageable situation by understanding the difficult situation, the student will be able to construct his action plan to face the difficult situation (PATRICIA LUCAS (2017)).

6. Conclusion of the theoretical part

We have reviewed success factors, challenges, models and strategies of internships for relevant parties. We have scanned the goals and objectives for the academics, the employers and the student. Internships have their difficulties which are very diverse following the party's perspective. One of the most complicated aspect of the internship, is that it has three stakeholders with goals that can be divergent. To ensure the anticipated quality outcome those divergent goals should be conciliated. It is critical to identify respective success factors to ensure positive experience for all parties.

We have reviewed four theoretical frameworks the first part of this thesis. The first one gives us three things; a matrix to ensure the quality of the program by establishing procedures. A causal model, that allows us to monitor performance and to evaluate the interaction between the context, the procedures, the efficiency of the program and finally the impact on the outcome. A multilevel assessment model, that consider each stakeholder's point of view on the successfulness of the experience.

The second theoretical framework is the TARL model developed in the work of M. Ryan and M. Ryan. The TARL model identifies what is called the "*pedagogic field*". The question this framework tries to answer is the question of the assessment strategy for a work-integrated learning program. The field is described as a two-dimension plan. The first dimension is the category-based dimension, which describe the level of reflection. The second dimension is the development-based dimension, which describe the stage of development through the program. For each dimension, we reviewed three different scales, with respective specific attributes to justify the developed scales.

The third theoretical framework is collaborative governance and stresses the importance to have common goals, to align potential divergent goals and to ensure common value, language and long-term goals. The collaborative governance stresses the importance to have clear structures, processes and outcomes for each of the three stakeholders. This theoretical framework also identifies the communication between entities as a keystone.

The last theoretical model is the usage of critical reflexion to add depth to the experience and to ensure the transactional orientation of the learning during the work experience of the student. The instauration of critical reflexion connects and builds strong foundations during the work experience to acquire further knowledge. The visual model emphasises the transactional area between all stakeholder's multifactorial effect of the critical reflexion on the stakeholders; and the different factors (assessment, experience, theory and practice) on the critical reflexion.

One important thing to note is that all strategies and models are not exclusive to each other's but complete. Putting in place a collaborative governance approach will align all the goals and objectives and will bring transparency in the relationship. The first strategy that we reviewed, the activity theory-based strategy and framework, will ensure the academic quality and will work as an advocate of the quality of the program proposed by the University. The critical reflexion will on one hand have an impact on the positive experience of the student and on the other hand, the University and employer will benefit from shared experience. Finally, the TARL model will bring consistency through the different phases of the assessment.

PART II: PRACTICAL PART

1. Methodology

Through the analysis of perspectives of different stakeholder's involved in an internship program, this research work based its approach on selected relevant literature references, feedback from students being part of an internship program through a survey and personal experience. The analysis led to proposed adapted models and recommendations for the Louvain School of Management, in order to maximize positive experience and internship outcome for all parties.

We have described the methodology in four steps.

The first step has been to introduce internship programs and review the literature and to select the most relevant references related to internship's models, strategy, assessment and quality outcome. The literature review is presented in Part 1.

The second step has been to develop a questionnaire for students being part of an internship program and collect feedback in order to cross students' experience with the theoretical framework.

Referring to the PPOA matrix, one of the internship models described in the theoretical part, the survey was built in three part: (1) the first part referred to the "before" period, (2) the second part was the "during" period and (3) the third was the "after" period.

For the two first parts, we focused the questions on the communication and the perception of the student on the University's communication strategy. The aim was to have a qualitative measure of the communication from the University to the students concerning communication channels and access to relevant information.

In the third part of the survey, the objective was different. We changed the focus from communication to internship content and usefulness of the experience for the student. The objective of the third part was to have a qualitative measure of the relevance of the internship

for the students. The relevance of the internship covered both level of the internship and field of the internship.

We choose to focus our survey on communication and internship level/field because they are aspects which are critical for a positive internship experience and outcome for the student. The communication is a key stone of the collaborative governance and the level and field of the internship are important variables to allow connection between theory and practice.

The questionnaire was sent to approximately 30 students, mainly from the International Business Master, LSM, UCL. Only five filled questionnaires were sent back for analysis, which was disappointing. Four filled questionnaires were received back from students doing an internship with the LSM and one filled questionnaire was received back from a student who did his internship with another University.

Analysing the qualitative survey results, we noticed some disparities regarding access to information for the student and gap between theory and practice from an internship content perspective.

We observed difference in perception of the help provided by the university between the student n°1 who states that there is help from the university and the student n°2 who states that there is not much help from the university (see Appendices 4 and 5). Based on these survey results, we decided to take the communication as an area for improvement. This decision was supported by the fact that communication is directly mentioned in the Causal Model reviewed in the first part. The communication is also mentioned as a key stone in the collaborative governance methodology.

We also observed that the connection between theory and practice was not always optimal. For student n°3, the connection was not obvious: "*The connection between theory and practice is not always crystal clear.*" and for the student n°2, the gap between practice and theory was more the level of the internship (see Appendices 5 and 6). Based on this observation, we decided to enhance the internship validation process.

As a third step, we discussed the students' experience crossed with the theoretical framework. The discussion was influenced by the personal experience of an internship with the Louvain School of Management (LSM).

The discussion has been divided in three part, each part focussing on one of the stakeholders of an internship (academic institution, companies and students). We focused our discussion on the dimension dedicated to the academic institution. The point of view of the

student and the company are only developed as supportive to ensure the global understanding of the internship. We took into account the collaborative governance guidelines to ensure relevant recommendations from a holistic perspective. We adopted also the critical reflexion methodology, by having a critical point of view on the experience. The adopted position and methodology had as an objective to support the outcome and the quality of the program.

In the discussion, we reviewed important point concerning the elaboration and the development of an internship program. We started with a general discussion applicable to all Universities. The discussion point covered the topics from the literature review and therefore the subject with a legitimate importance and impact on the quality of the program. Then we narrowed our discussion to topics directly linked to the experience of an internship with the LSM.

The Causal model (Khampirat and McRae (2016)) developed in the theoretical part has been used as an informal diagnostic tool. We used that model to guide our discussion about the topics of relevance according to the model.

As a fourth step, based on the literature models and learnings from the discussion, we adapted 2 models: the PPOA model and the TARL model.

We choose the PPOA model for adaptation because it acknowledges the influence of the multiple stakeholder's nature of the experience by developing a matrix for each of the three parties. This model allowed us to visualise the process and the outcome required at each stage of the experience, according to LSM internship program. The adapted PPOA matrix will act as a guideline, a roadbook for the university.

The proposed adapted TARL model helped us to build a consistent assessment method with the evolution of the student.

We developed the adapted TARL model based on the model presented in the literature, we adapted the phases through which a student doing an internship overseas for six months can experience. We used the TARL model because it is using the critical reflexion methodology even if critical reflexion is not specifically referred to. It contributes to the robustness of the model.

We adapted the TARL model by crossing the literature and the experience of having done an internship. We also took into account the experience of the student number 2, who has had a bad experience with not the level expected for the internship.

The discussion and the adapted models helped us to formulate recommendations for the Louvain School of Management, with the objective to enhance the valuable experience and quality outcome of the internship program.

2. Discussion

1.1. *For Academic institution*

As we have seen in the first part, the ultimate goal for Universities, is to provide the best education quality and to be recognised as such. Building an internship program is not an easy task, not riskless and we have seen the difficulties that the Universities can encounter during the elaboration of an effective internship program. We identified two other goals with the causal model of KHAMPIRAT (2016), one short term goal which is the effectiveness of the internship and the direct outcome for the student. And one long term goal, which is the recognition as a superior educational institution, with a solid reputation.

The first thing to orchestrate when building an internship program, is to secure dedicated resources organised as a dedicated office for internships. Indeed, as we have seen in the first part, it increases tremendously the load of work for the University staff, due to the assessment method or the follow up that an internship requires. Having a clear structure and clear processes, including communication will help to have a healthy relationship with the other two parties, the student and the company involved. Having one office dedicated to the internship will bring consistency across the program and related communication channel.

The whole program is relationship-based, the program will be a success depending on selected company, the student commitment and the relationship that will be built between both, aiming for trustful partnership.

To build this relationship, the collaborative governance framework is recommended. It will help the University to develop the program considering the point of view of companies and students. Acknowledging that the academic institution is dealing with two other parties that have other objectives concerning the internship is important because this need to be taken into account when taking decisions regarding for example the assessment method or the communication strategy. Collaborative governance shows adaptability to the environment, the University has to develop a common language with the two other parties. The collaborative

governance states that the relation between parties must build on common values. When building an internship program, the University must work with students and companies, because otherwise, processes will only have the short-term goal of the university to be able to assess the internship experience. The outcome of the experience is the outcome of a relation between three parties and building all the processes alone, is not a quality outcome insurance. We are going to take the collaborative governance as a background for every step of the development of the work integrated learning program.

To identify if all the processes in place contribute to the long-term goal of the University, the University can use the Causal Model of Khampirat & McRae. This model is comparable to the SWOT analysis of a company. We developed the model for the LSM in the theoretical part. One weakness that we can already identify is the communication that goes to the student. The communication channels are multiple and are sometimes not straightforward (student must search for the information). The fact that the information is diluted and dispatched through multiple channels do not support the final outcome. One of the prerequisites of the internship program is to have a dedicated and clear structure to allow everyone (including the two other parties) to understand the structure and the processes. In the *Supporting of others Organizational units*' category, we identified the AWEX as a partner of the internship program. We will see later in the discussion that that partner might not support the quality outcome of the internship program.

Before the start of the internship, the objectives and requirements should be clearly stated. A simple guideline of one page should summarise all the requirements of the internship, such as duration, purpose of the work, University values, ... Those objectives and requirements are not the detailed objectives of the internship, but a quality assurance.

When the student submits an internship proposal, the University should review it with the greatest attention, because the internship, as we saw previously in the first part, is putting its reputation on the line. The academic institution takes risks when putting a student within another structure that the academic institution does not control and does not have leverage on. The University should pay attention to the values that the company vehiculates through its image and vision. The University should make sure that the values of the company are in line with those of the University. It should also make sure that the company has the capacity to welcome the student in the best conditions and that the company understands what taking an

intern means. A way to make sure that the mentor of the student understands the meaning of being a mentor, the University should include questions in the submitting form that the mentor has to answer.

Those questions will have as objective to make the mentor or the manager think about the real consequences of taking an intern in terms of load of work and daily implication of supervising a student that aims to learn. Those questions could be the following ones: (1) *Do you accept that the student will not have the same performance as a regular employee?* This question will make the mentor realize that the intern is still a student and that he is coming to the company not only to work but to learn. (2) *Do you accept that the student will require more guidance and more time than a regular employee?* This question will make the manager think about the load of work that taking an intern represent.

The University should check the objectives of the internship, not only the description of the internship but what the learning steps of the internship will be, because if the intern does not have any perspective of evolution during the internship, the internship performance will be restrained, the development of the student will stagnate and this is the opposite of the final aim of an internship.

The University should provide guidelines to the manager to make sure he has the competencies to be a mentor. Because mentoring an intern should not be taken as a light task. The mentor has to have the abilities to share knowledge, to teach, give feedback and to understand the whole mechanic of the internship. Developing guidelines for the employer concerning requirement for feedback or the basics of coaching and mentoring will at least provide the manager the ability to fulfil his responsibility optimally.

This is precisely one point where collaborative governance is important, building the internship should not be the role of the University alone, it is a partnership. The University should take the time before the start of the internship to communicate with the employer and the student. This will help to (1) decrease the risk taken by the University, (2) build a strong relationship with the employer and (3) ultimately increase the chance of success.

In the collected testimonies, disparities were noticed, some people were aware of the possibility of help from the University having to find an internship while some others were not, and it was very difficult for them to find an internship. The problem might be a lack of guidance from the University and/or a lack of communication.

During the internship, the University needs to keep communication channels in order to be aware of the student situation. This will allow the University to be sure that the expectation of the internship is fulfilled. This communication could be implemented through a survey where the student has to grade his experience so far. Then the questionnaires that have concerning results will be red flagged and a staff member of the institution will take contact only with relevant flagged students. This simple test will not overload the institution staff, it will help the University to be aware of the general situation and to pin point students that are in difficulty. The action will be focus on those students. Therefore, the yield of the survey will be maximised, less interaction but better quality and more focused action.

This test that the student will have to take on a digital platform (Moodle for example) can be under the form of statements that the student will have to grade from 1 to 5 (1 being totally disagree and 5 totally agree). The statements will always have to be turned in the positive way. Here are some examples; (1) The work load expected from me is the work load I expected. (2) The work content is in line with a master level such as stated in the convention (3) I am treated decently (4) My mentor is taking time for me and is giving me feedback. Then the students with unsatisfactory answers will be flagged by the system and a staff member will take contact with him to clarify the situation. This test will have two impact; the University is sure that the students are doing well, and it is also an assessment of the employer capacity to deal with an intern.

The assessment part is the most complicated part of developing an internship program. As we have seen in the theoretical part where we reviewed the mechanism of an internship, the assessment method of an internship must be different from a traditional assessment method. As we have seen with the Multilevel assessment model of BURATIN KHAMPIRAT, & NORAH McRae (2016), the measure of effectiveness will vary depending on the stakeholder's view. On the institutional level, the University is not exposed directly to the effectiveness of the internship.

Therefore, the University has to ask for feedback and reports with the objective of grading the experience of the student. The summative assessment that we have identified in the theoretical part is not adapted to an internship assessment. Because the nature of what needs to be assessed is different from a traditional lecture.

The assessment should be based on two aspects; personal development of the student during the internship and if the achievement of goals sets before the internship have been fulfilled. There are two sources for the feedback: on the one hand, the employer will have to assess the student performances and the evolution of the performances; on the other hand, the student himself will have to give feedback on his experience. Introducing the critical reflexion in the feedback is maybe the most important point of the feedback. Critical reflexion will allow the student to connect his experience to his learnings and to think, while taking a step back, about the situation and progress. Because he is in the best position to see the development path he went through.

The critical reflexion can be under the form of essays or continuous writing on the experience. The assessment should be less framed, to allow the student to have “space” for the critical reflexion. This because all internships are different and the environment, objectives, position may vary. Two students in two different positions will have completely different experiences. Because critical reflexion is more about the process and the development of the student, it is not recommended to adopt the same position while grading an internship report based on the critical reflexion. The position to adopt should be the position where the jury will analyse the reflexion process reflecting “how” the student applied theory to practice in addition to “what” was achieved.

1.2. For Companies

For the company, the final goal of taking an intern is not limited to a pure altruist reflexion, the company do not take an intern with the simple goal of education. As previously mentioned in the theoretical part of this thesis, the goals of the company can be taking advantage of an additional work force at a reduced price or can be part of the recruitment process.

Prior to take an intern, the company must assess if there is relevant work to give to the intern, sustainable in duration. The company must keep in mind that even if the teaching aspect, sharing knowledge, is not the main motivation for taking an intern in charge, it is still part of the internship and the main goal for the student, to develop his skills and competencies.

The staff has to be prepared to welcome the student and the mentor has to be ready to endorse the role of the mentor. The understanding of the implication of such role is primary to the success of the internship. Scheduling meetings with the intern to speak about the internship, having informal feedback and discussing what is going to be the next step of the internship is very important because it will allow the student to understand the direction the internship is taking, and he will be able to act accordingly.

1.3. *For Students*

We have seen that internships are useful to connect the theoretical knowledge with the practice. This connection can only be done if certain conditions are fulfilled. The first condition will be what we are going to call the connection barrier. The connection barrier is two dimensional, where the first dimension represents the distance between the level of the academic education and the level of the internship. The second dimension of the connection barrier will be the distance between the field of predilection of the student and the field of the internship.

The gap between the field of predilection and the internship field will affect the motivation and commitment of the student in his internship. We can see that when the level of the internship is not in line with the studies, the connection is not made. Therefore, the student commitment to find the best fit for him is one of the prerequisites to the success of the internship.

2. Proposed adapted PPOA matrix

In this section, we propose to build a modified PPOA matrix. This matrix is based on the work of B. Khampirat and N. McRae (2019) in their article “*Developing global standards framework and quality integrated models for cooperative and work-integrated education programs*”. We are going to focus on the dimension dedicated to the academic institution. The aim of this section is to propose condensed guide lines for an internship program. The proposed matrix is complementary to the existing PPOA matrix proposed by B. Khampirat and N. McRae.

To enhance clarity of the model, it is proposed to rename the first category “*Process*” to “*Objectives*”

For the “before” dimension of the matrix (see Table1), objectives are (1) “*Preparing student for work term*” is part of the whole education given by the University. (2) We chose to add one focused and short-term objective which is “*Assessing the seriousness of the proposal*”. Before the internship, in the frame of an internship program, the University has to accept the internship proposal submitted by the student. The second objective is to approve the student’s objective. The student objective is a list of skills and competences that the student aim to work on and improve during his internship. Those objectives can be to acquire expertise in a particular field such as finance, marketing or human resources. But it also has to take into account the soft skills, and this will ask the student to assess the original state of his competencies, his weaknesses and his strength. This first reflexion is the first step and will set a baseline for a critical reflexion for the final assessment.

These objectives are achieved by the procedure. Those procedures are the following ones; the University makes sure that the values communicated and vehiculated by the company are in-line with the value of the University. The University evaluate the coherence of the internship with the International Business program. If there is an additional contract between the student and the company, assessing the contract based on the values of the University and the policies in place regarding particular topics (compensation for example). And the final approval of the student objectives concerning his competencies and skills to develop.

For the “During” dimension (see Table 2), we separated the objective into two steps. The first one concerning the student progress, related to the student’s objectives chosen before the internship. For monitoring of the student situation can be made by a simple Moodle test, to estimate the satisfaction of the student. The grade here on the test do not have any vocation to be taken into account in the final grade of the internship. The only goal of that survey is to flag students that need particular attention from the University regarding the general situation. The second objective which is the assessment of the student progress, will require a first assessment from the supervisor. He will assess if the student is in the right path to, at the end of the internship, fulfil his objectives. The student will also have to grade his progress related to the competencies and skills that he chose to work on. To grade his progress, he will have to motivate his grades by using the critical reflexion.

For the “After” (see Table3) dimension we modified the objective by adding some precision concerning the existing objectives (*processes* in the original matrix) in the PPOA matrix. We upgraded the objective by the assessment of the whole experience. The procedure is the collection of the roadbook that contain the assessment of the supervisor and the assessment of the student but also the traditional assessment form from the supervisor that assess general criteria that might not have been taken into account in the student’s objectives. The outcome of this dimension is that the University has a holistic overview of the experience of the student and is ready to be graded on the experience.

Table 1: “Before” dimension of the PPOA matrix and its modification.

	PPOA matrix proposed by B. Khampirat and N. Mc Rae (2016)		Proposed modification	
BEFORE	Process	Preparing student for work term	Objective	Approval of the student’s objectives Assessing the seriousness of the proposal.
	Procedure	Ensure student is eligible and qualified for the work term Provides training that covers topics such as workplace culture, learning objectives, assessment, and reflection. Logistical support for student travel, risk Management, housing, learning accommodations.	Procedure	The company values and policies are in-line with the values of the University. The description and the objectives described in the internship proposal are consistent with the International Business program. Assessing the work terms of the contract between the student and the company. Approval of the roadbook objectives.
	Outcome	Institution has met obligations to both student and employer to ensure that student is qualified and adequately prepared to begin the job.	Outcome	The University has accepted the internship proposal. The University has emitted reservation to the approval and requires clarification and / or changes.
	Assessment	Student transitions to workplace smoothly and successfully.	Assessment	-----

Table 2: “During” dimension of the PPOA matrix and its modification

	PPOA matrix proposed by B. Khampirat and N. Mc Rae (2016)		Proposed modification	
DURING	Process	Supporting student during work term and monitoring progress	Objective	Monitoring the progress of the student. Monitoring the compliance between the internship and what was in the contract.
	Procedure	Contact with student within first few weeks of term Institution has a method for supporting the student setting of learning objectives and assessment of learning outcomes. Mid-term check in or work site visit Initiates additional contact if needed depending on context and student	Procedure	Monitoring the student’s situation through Moodle test, to identify students that need to particular attention regarding specific issues. Supervisor assessment on the progress concerning the student’s objectives. Student self-assessment concerning his objectives.
	Outcome	Institutional staff are fully aware of student workplace activities and progress throughout term Institution can easily connect with students and supervisors when needed	Outcome	The University has a good general idea of the situation of every student. University can identify student that need helps through the Moodle test scores.
	Assessment	Institutional reporting is accurate and complete regarding student work conditions, student learning progress and supervisor expectations.	Assessment	-----

Table 3: “After” dimension of the PPOA matrix and its modification.

	PPOA matrix proposed by B. Khampirat and N. Mc Rae (2016)		Proposed modification	
AFTER	Process	<p>Institution provides final assessment of student.</p> <p>Institution debriefs student.</p> <p>Institution thanks supervisor and explores future work term possibilities for students.</p>	Objective	Assessment of the whole experience.
	Procedure	<p>Final assessment including student reflection.</p> <p>Conduct student debriefing upon completion of work term.</p> <p>Thank you, communications, to supervisor</p>	Procedure	<p>Gathering the assessment of the internship roadbook. With the assessment of the student by the supervisor and the self-assessment of the student.</p> <p>Student hand over a critical reflexion-based report on the experience.</p>
	Outcome	<p>Student learning is assessed, and reflection supported such that student is enabled to integrate the learning from the work term into their future academic, personal and career goals.</p> <p>Institutional staff maintains positive relations with supervisor and student.</p>	Outcome	The University has a holistic vision of the experience.
	Assessment	<p>Provision to student of credit, grade or other acknowledgement of successful completion of work term.</p> <p>Institutional collaboration with supervisor organization continues and expands.</p>	Assessment	The University can grade the experience based on the evaluation of the objectives, the supervisor evaluation and the student critical reflexion

3. Proposed adapted TARL model to internship

In this section, we will propose an assessment strategy based on the TARL model ((M. Ryan & M. Ryan (2011)), developed in the section 5.2 of the theoretical part. We will take the theoretical foundation of the model to build a modified version that will best fit the internship experience at the Louvain school of management. At first, we are going to build the content requirements of the assessment, then we will focus on the form and the practical points that need to be in the assessment, we will finish by a recapitulative table.

The assessment strategy developed in this section is also based on the critical reflexion. The aim of the section is to build an assessment strategy that will lead the student to critical reflexion about his experience.

A reason why we propose a modified TARL model is because the TARL model takes the teaching period from the start to the end. In this thesis, we limited our analysis and discussion to the internship experience only. We therefore propose to adapt the time dimension to the scale of an internship experience and the assessment strategy that we believe is the best for a given stage of the experience.

The TARL model has two dimensions, the development-based dimension and the category-based dimension. We are going to associate the category-based dimension to the assessment strategy or more specifically to the assessment strategy stage regarding the experience development.

We propose to divide the dimension into three level of reflexion (on which the assessment is based). The reason why we choose to only use three level is because all levels will need an assessment. The second reason that motivate this division is the duration of the experience, six months is a short period. To build our three stages dimension, we are going to use the reflexion that Bain and others and Kalantzis & Cope.

The first level of the proposed model is the *Description level*. We based that level on two distinct frameworks. “*Reporting*” and “*Responding*” level by Bain and other in the 5Rs framework and the first level of the scale proposed by Kalantzis & Cope, “*experiencing*”. The *description level* will ask the student to first describe the environment he is confronted to, the company and the processes. In addition, he is asked to give a critical opinion about the company situation, the first idea he has considering the general functioning of the company, by connecting his knowledge to a new situation. The aim here will not be to assess if the student has a good opinion on the company state or on the processes in force within the company structure, the aim will be to engage the critical reflexion processes that will take place through the whole experience. A second strength in this level is that the student will be asked to give opinion to a new situation that he may not fully understand. This will allow us in a future stage of the dimension to ask the student to evaluate his first vision of the environment.

The second stage that we propose to implement is the *Understanding level*. This stage relates to the *conceptualising* and *analysing level* described by Kalantzis & Cope. At this level, the student has to understand the connection he made between the new situation and the theoretical knowledge. The understanding has to be in depth, he needs to understand the particularities of the environment and all the variables. The importance at this stage is that the student understands the implication of the particularities of the situation and connections and gaps between the experience and the theoretical knowledge.

After describing the situation, making connection understanding the connection and what made the situation a particular situation, the final stage proposed is the *Construction level*. This level is the final outcome that the student will be able to use in the future. The construction level is when the student generalises and create rules about a situation. Those generalisation and rules must be flexible to be adaptable to the uniqueness of the situation but the importance here is that the rules and the generalisation that he will have, will be the outcome of the link between an experience and the basic theoretical knowledge of the student. In addition to that, the student will have to assess his first critical point of view of the company written in the first level. He will have to criticize his first vision, by correcting it or to add some nuances. This will be the reflection that the student progressed in his vision of the situation through his experience.

For the second dimension, the *development-based dimension*, we also divide the evolution of the internship into three phases. The *adaptation phase*, the *comprehension phase* and the *utilisation phase*. In the work of Kalantzis & Cope, they use the focus of the phase a separator between the phases. We are going to apply the same logic to divide our three phases, each phase will have a focus on the development of the student.

The *adaptation phase* is the phase where the student has his first contact with the new environment. The focus is on gathering a maximum of information rapidly to learn about the company and the processes. The student is in exploration mode, he will need his theoretical knowledge to make assumption about part of the information he does not have (yet). For the second phase, the *comprehension phase*, the focus will be on the connections between the theory and the experience. The understanding of the impact on the environment and on the company of specific characteristics. The third phase is the *utilisation phase* That phase will be about the generalization of the learnings acquired. At this stage, the focus will be not on the “what” but on the “how”, identifying the origin of the learning will allow the student to have a global understanding and to replicate and use the learning in other situation with other environmental and structural variables.

With this modified model, we can now propose an assessment strategy with a coherent process that will follow the three phases of development of the student in a new environment. Each phase has its matching reflexion level, that will drive the construction of the assessment content and form.

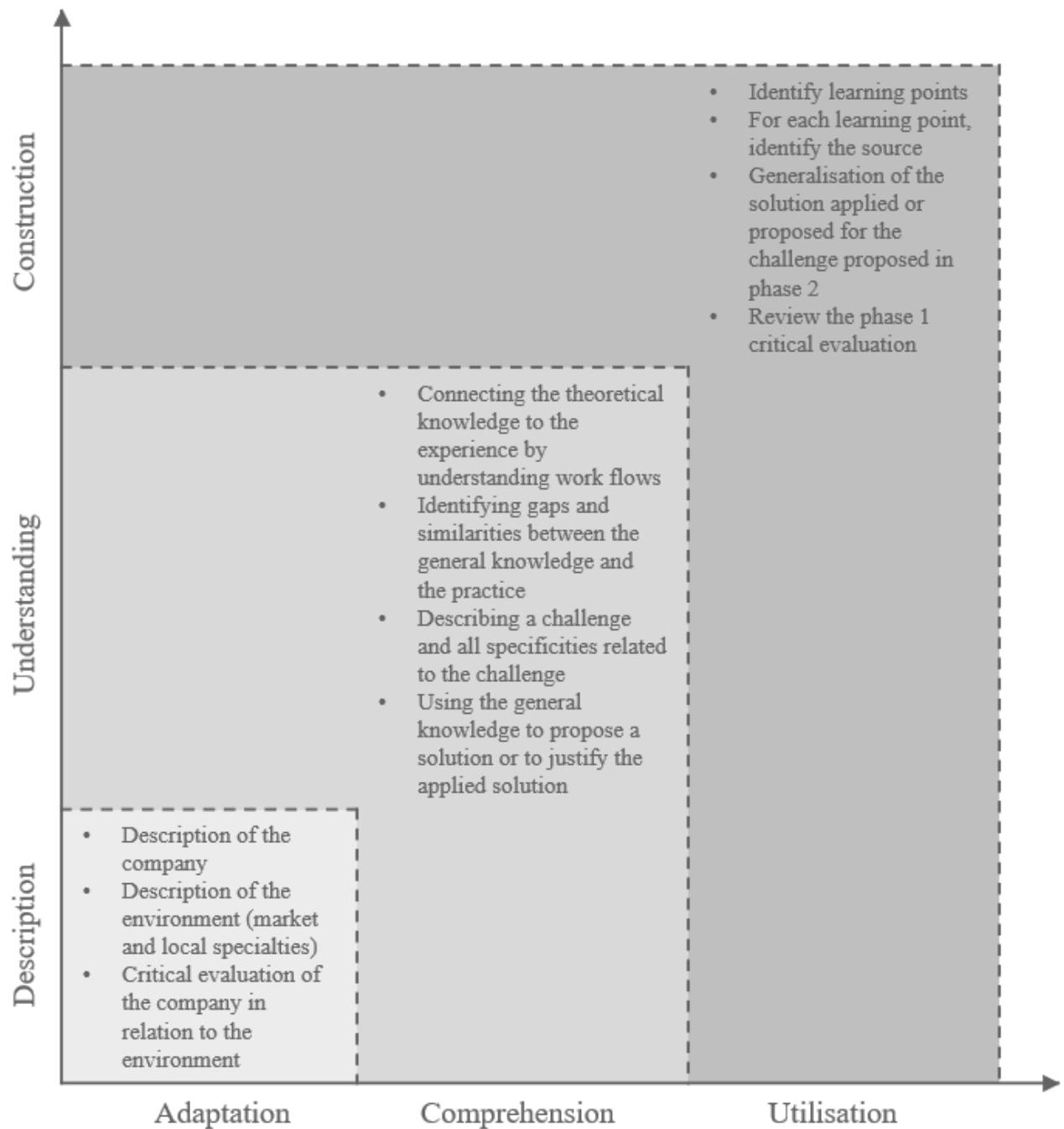
The first phase is focusing on the discovering and the information gathering. The corresponding level of reflection is the Description level. We recommend asking the student in the first part a description of the environment he is in. The type of the company, the structure that the company has. A description of values of the company and the operational application of the values. Describing the environment of the company, the market and its specificities. In the second part we recommend to asking for a first critical view of the student on the company structure and the market, what could be achieve if we modify certain aspect of the company, the incomprehension about certain practices or strategies.

In second phase, the comprehension phase, the student should understand the work flows and the process in place in the company. Using his theoretical knowledge to link it to the experience and the company. The theoretical knowledge should be used to identify the gaps and similarities between the theory and the practice. Ideally, the student should describe all the variables of the situation and all the challenges it arises. But because of the form and the practical issues, we can limit this aspect to one relevant issue. The student would have to describe it and identify all the variables linked to that issue.

In the third and final phase of the assessment, the aim here for the student is to build concepts and generalization on his experience. For that he should present a generalisation of the solution he had for the challenge presented in phase two. He should also present his learnings but most importantly, he should identify the source of the learnings. In what situation was the student when he learned that part of the learning. The focus here is more on the “how” than on the “what”.

An important point for this strategy of assessment to work is that the University should communicate the goals and the purpose behind the assessment. Only asking for reports with critical reflexion as a methodology will not be enough to reach the best quality outcome of the assessment; If the student understand the structure of the assessment and why he is asked to develop certain points of his experience, the content and the richness of the reports will be enhanced.

Table 4: Adapted TARL model for the assessment.



4. Proposed Student's satisfaction survey

As we proposed earlier, sending a survey to the student is a balanced solution between the work load it represents for the University staff and the impact on the student. We are going to develop questions that should be part the survey.

We propose to turn the questions under statements on which the student must position himself on a scale from 1 (not satisfied) to 5 (satisfied).

(1)The internship is conformed to what I expected. This question measures the gap between the expectation of the student and the reality of its internship. *(2) The internship is conformed to the internship convention and to what the employer stated to be the content of the internship.* This one measures the gap between what has been advertised to the student and the work he is assigned to. The question number one will scan the general satisfaction when the second one will detect if the employer failed to his obligations and commitments. *(3) I am treated decently, behaviour of my supervisor is the behaviour expected by the UCL.* This question allows to assess if the student needs help regarding his situation. Because the student might be on the weak side of the relationship with his supervisor, he might need help from the University if he is in a difficult situation. *(4) The work I am assigned to is the work that is expected from a master student from the LSM.* This statement tries to measurers the level and content of the internship. *(5) I am given enough work; the workload is constant.* This last statement measures the work load of the student and measures if the employer was ready to take an intern, having enough relevant work to give him.

In five questions, we covered the satisfaction of the student and the compliance of the employer and the potential reason of an unsatisfying situation for a student. If the student gets marks under a satisfactory rating, the University can easily identify drivers for dissatisfaction and contact relevant students for more explanations about the situation in order to discuss with him about solutions to the issue.

5. Recommendations for the Louvain School of Management.

In this section we are going to summarise the recommendations we made to improve the internship program proposed by the International Business program. We have identified three areas for improvement with related recommendations. Those cover communication, internship level and content and finally assessment method.

5.1. Communication

Communication is key to ensure optimal flow of relevant information between parties. The channel identified will have a direct impact on the efficiency of the communication. Today there are multiple channels to communicate on the internship program. This results in confusion or missing communication. Using one channel of communication will increase the efficiency and satisfaction of the student.

Beyond the communication channel, communication frequency is currently weak during the internship period. Except for the communication on the report that the student has to write during the internship, and which are part of the final report, the proposed Moodle survey to collect satisfaction level and flag students that might need to be contacted seems to be a good compromise between the generated workload for the University staff and the positive impact on the student.

Communication about the reasons of the assessments form are important, making the student realise that he is building a development through all the assessment phases is important for him to build a relevant critical reflection schema.

5.2. *Internship level and content*

Both the company and the student should clearly state goals and expectations from the start.

Internship level requirement of the LSM should be at a master level. In reality, practice might not reflect the theory. Indeed, based on an interview of a student that has been send to AWEX, he has been asked to do unchallenging work that seems not fitting the vision that the AWEX communicated when presenting the organisation (see appendix number 5). Therefore, it would be recommended to modify the internship description into two subcategories. The first will still be a general description of the internship, with the field of activity, department and global mission of the internship. The second, would be a perspective of evolution for the student, description of the operational objectives that the employer has set with the student. Having set the objectives before the internship will clarify the expectation of the employer and the work that he is going to ask to the student.

It will help the University to appreciate the seriousness of the employer toward taking an intern. It will assure the fact that the company has relevant work to give to the student and that the company is ready to welcome the student in its structure. It will also protect the student, because when the internship is taking place, a balance of power takes place. When the student faces the employer, the student will have the tendency to accept all the work he is asked to do. Setting the operational objective before the internship will allow the student to be firstly fixed on what he is expected from him and then to have the argument of the operational description to argue the content of the work if the employer deviate from his obligations.

To ensure the internship relevance for the student and the academic institution, the student should provide before the internship a list of goals that he wants to achieve during his experience. Skills that he wants to improve, knowledge about a specific subject or level of competences that he wants to attain. This would help the University to appreciate the objective of the internship for the student and the correlation between the submitted objectives and the internship proposal. At the end of the internship, the student will have to self-assess if he fulfilled the objectives he set. If the objectives are not met, he will have to use

critical reflexion to justify why he was not able to meet the expected objectives. On the other side, the supervisor will also have to judge if the intern met the objectives set before the internship.

5.3. *Assessment*

For the assessment, we developed an adapted TARL model to create a consistent strategy with the development of the experience. We suggest completing the discussion about the assessment by additional considerations.

Final assessment should be holistic, covering objectives achievement and reflexion. The critical reflexion, which is part of the current IB program assessment report, is restricted to specific topics. The problem is that it does not foster the reflexion through the whole report but is limited to final sections. Adjusting the method and related template will provide room for the student to share more about his own experience and not limiting it from the theoretical point of view of the University.

This approach will allow the University to be exposed to a more realistic point of view on the internship experience of the student. We can clarify this proposition with taking the example of the presentation of an initiative that the student took during his internship and the challenges linked to it. Some internships do not allow the student to take initiative, the environment in which the student evolve is not framed and therefore asking a student to speak about an initiative that he took when the environment or the objective he set with the employer do not allow him or does not require to take initiatives is counterproductive. One solution, if the initiative is one of the core aspects of the internship, it should be stated in the requirement and discussed with the employer before the start of the internship. This would have two impacts on the internship program: (1) it would be a quality assurance for the University and the student, (2) it would allow the IB program to keep the initiative part in the internship.

6. Limitation and future research

In this thesis, we reviewed the internship program as a program taking into account the outcome and the quality of the program itself, but without taking into account the adequacy between the content of the internship and the educational background of the student.

The fact that the International Business program is a program that accepts student from different educational background add a difficulty to build a consistent strategy and pedagogic program taking into account the educational journey of each student. Also, the master cursus is only two years, therefore time to set the basis of the knowledge of the student is limited.

The Louvain School of Management would benefit from future research to integrate and connect internship programs to the whole cursus of a student from various educational backgrounds.

7. Conclusion

In the first part, we reviewed the goals, the success factors and the challenges that all three parties involved in an internship program will face. We exposed the fact that all three parties have different goals, and this must be taken into account. We identified relevant literature references to analyse four frameworks, the activity theory-based framework with the PPOA matrix, the causal model and the multilevel assessment method. We continued by reviewing the TARL model assessment strategy and then the implications of the collaborative governance framework adapted to the internship program. Finally, we discussed the critical reflexion assessment method and the benefits of having such a method in the assessment of an internship program.

In the second part, focusing our analysis on the University point of view, after a brief description of the methodology, we discussed a list of recommendations that universities should pay attention to when developing an internship program and the implication of the actions. The recommendations were based on the theoretical knowledge acquired during the research exposed in the first part and the interviews of students having done an internship.

We developed an adapted TARL model to construct a consistent assessment strategy. We developed an assessment in three distinct phases corresponding to the development of the student during the experience of the internship. The assessment phases have different levels of reflexion, each phase goes one step further in the reflexion. This will lead the student to the climax of the reflexion that will help him to use his experience in the future. The adapted TARL model propose a vision all along the assessment that will bring consistency with the development of the experience and usefulness, by using learnings acquired during the internship, for the future.

The discussion points led us to the adaptation of one of the frameworks introduced, the PPOA matrix, a framework presented by Buratin Khampirat and Norah McRae in their article: *“Developing global standards framework and quality integrated models for cooperative and work-integrated education programs”* published in the Asia-Pacific Journal of Cooperative Education. We implemented the action points and recommendations that have been discussed to the general framework of the PPOA matrix. The proposed adapted PPOA

matrix will bring a global vision of the strategy that is recommended to ensure a quality outcome for all parties.

This led us to propose recommendations addressed specifically to the Louvain School of Management International Business program, with the aim to improve the internship program, and most importantly to ensure the best outcome for the student, the University and the employer. The recommendations were based on three main fields of improvement, communication, internship level and content and finally the assessment method. On the communication side, the improvement that we suggested is firstly the channel of communication. We stated the importance to choose one communication channel to not spread the information. We based this recommendation on the Causal Model of Khampirat & McRae. We expressed the poor of communication during the internship between the University and the student. To improve the communication process without adding workload for the University staff, we proposed a Moodle survey to scan the level of satisfaction of the students. We based this recommendation on the PPOA matrix. For the internship level and content, in order to ensure the quality of the internship and to protect the student, we proposed to cover both a general description and a detailed description of objectives and content (including evolution steps) in internship proposal submission form to the University.

For assessment method, we underlined that the critical reflexion is already included in the assessment method of the International Business internship, but the frame of the assessment might benefit from some improvements by giving more space for self-reflexion. Extending the assessment on the actual content of the report to the reflexion that is behind, and the development of the student, will provide a more realistic view on the internship. Giving room for reflexion will also allow the report to fit the internship, because internships are not all the same it is difficult to assess all the internships on the same content basis. It is even recommended to provide more weight to the critical reflexion, and therefore to the development, than to the content achievements in the final assessment. Those recommendations have to be taken into account in addition of the adapted TARL model proposed above.

Appendix

1) PPOA Matrix – Before

	INSTITUTION		EMPLOYER		STUDENT	
BEFORE	Process (P)	Preparing student for work term	P	Preparing workplace for student's arrival	P	Being ready for transitioning to the workplace.
	Procedure (P)	Ensures student is eligible and qualified for the work term Provides training that covers topics such as workplace culture, learning objectives, assessment, and reflection. Logistical support for student travel, risk management, housing, learning accommodations.	P	Clarifying job duties, informing work team, arranging for resources (space, equipment, training etc.),	P	Attend institutional training. Complete institutional requirements prior to the work term, such as waivers of liability, codes of conduct, working visas, registration, payment of fees Makes required arrangements for travel to workplace, dress code, housing, personal arrangements.
	Outcome (O)	Institution has met obligations to both student and employer to ensure that student is qualified and adequately prepared to begin the job.	O	Workplace is fully able to welcome and engage student	O	Student is ready to engage in the workplace on day one.
	Assessment (A)	Student transitions to workplace smoothly and successfully.	A	Effective orientation, student quickly able to start contributing, employer maximizes value from having student.	A	Student effectively transitions to workplace, understands job requirements, becomes quickly integrated with team, able to access required resources.

Source : BURATIN KHAMPIRAT, & NORAH McRAE. (2016). Developing global standards framework and quality integrated models for cooperative and work-integrated education programs. *Asia-Pacific Journal of Cooperative Education*, Vol. 17(No. 4), pp 349-362.

2) PPOA Matrix -During

INSTITUTION		EMPLOYER		STUDENT		
DURING	Process (P)	Supporting student during work term and monitoring progress	P	Supporting student learning and work accomplishment during work term	P	Student engages effectively and in a positive manner during work term.
	Procedure (P)	Contact with student within first few weeks of term Institution has a method for supporting the student setting of learning objectives and assessment of learning outcomes. Mid-term check in or work site visit Initiates additional contact if needed depending on context and student	P	Supervisor ensures student orientation complete within first few weeks of term and that job duties and expectations are clear. Supervisor helps student identify realistic work term outcomes and learning objectives for work term. Supervisor is accessible to provide resources where needed. Supervisor ensures work team and workplace environment is supportive of student. Supervisor is accessible to provide constructive feedback. Supervisor provides assessment of learning progress. Supervisor is responsive and communicative with Institutional staff.	P	Student ensures understanding of job duties and supervisor expectations. Student sets realistic learning objectives for term. Student assessing learning outcomes Student responds appropriately to constructive feedback. Student alerts supervisor regarding needed resources, work team interactions and other workplace needs as required.
	Outcome (O)	Institutional staff are fully aware of student workplace activities and progress throughout term Institution can easily connect with students and supervisors when needed.	O	Supervisor's expectations of student performance and learning are being met throughout term. Supervisor is clear about expectations of Institution.	O	Student communicates with institutional staff in a responsive manner. Student satisfactorily completes requires work. Student attains learning objectives and completes learning assessments. Student conducts self as an ambassador of the institution.
	Assessment (A)	Institutional reporting is accurate and complete regarding student work conditions, student learning progress and supervisor expectations.	A	Supervisor provides positive rating of student performance Supervisor assesses student learning with constructive feedback. Supervisor responsive to institutional outreach. Supervisor provides positive rating of institutional support.	A	Student provides positive rating of supervisor support, job requirements and workplace conditions. Student provides positive rating of institutional support. Student learning progresses.

Source : BURATIN KHAMPIRAT, & NORAH McRAE. (2016). Developing global standards framework and quality integrated models for cooperative and work-integrated education programs. *Asia-Pacific Journal of Cooperative Education*, Vol. 17(No. 4), pp 349-362.

3) PPOA Matrix – After

		INSTITUTION		EMPLOYER		STUDENT	
AFTER	Process (P)	Institution provides final assessment of student. Institution debriefs student. Institution thanks supervisor and explores future work term possibilities for students.	P	Supervisor provides final assessment of student learning and of student performance.	P	Upon completion of required work term assignment student provides final assessment of their learning.	
	Procedure (P)	Final assessment including student reflection. Conduct student debriefing upon completion of work term. Thank you communications to supervisor	P	Supervisor completes assessments of learning as prescribed by institutional requirements Supervisor provides constructive final feedback for student Supervisor provides an opportunity for student to conduct an exit interview of debriefing with supervisor and/or work team.	P	Student completes required assessments and reflections. Student completes assigned work term tasks. Student thanks supervisor and co-workers for the opportunity. Student returns to institution to continue program of study.	
	Outcome (O)	Student learning is assessed and reflection supported such that student is enabled to integrate the learning from the work term into their future academic, personal and career goals. Institutional staff maintains positive relations with supervisor and student.	O	Supervisor assessment of student's learning and performance is received by institution Supervisor and work team receive feedback from student about learning and work outcomes Supervisor maintains positive relations with institution and student.	O	Student learning assessment is received by institution Student reflections are received by institution Student learning is integrated into future academic, personal and career goals. Student leaves work term with all expected obligations having been met and positive relations with supervisor.	
	Assessment (A)	Provision to student of credit, grade or other acknowledgement of successful completion of work term. Institutional collaboration with supervisor organization continues and expands.	A	Supervisor's assessment of student learning and performance is factored into student assessment Student's contribution to workplace has a positive impact or organizational goals.	A	Student learning assessments and reflections are factored into credit or grade. Work term has a positive impact on student learning and on student's future career (e.g., employer references).	

Source : BURATIN KHAMPIRAT, & NORAH McRAE. (2016). Developing global standards framework and quality integrated models for cooperative and work-integrated education programs. *Asia-Pacific Journal of Cooperative Education*, Vol. 17(No. 4), pp 349-362.

4) *Students interview n°1***BEFORE**

1. Do you receive any help from the University regarding your internship?

The University proposed some help, through a mentoring system. I personally did not use it, but I could if I wanted to. Nevertheless, for students searching an internship in Belgium, I think the University gives access to a data base of company. As I was looking for an internship abroad this data base was not helpful for me.

2. Is there a real control from the institution?

- a. Regarding the values of the company
- b. Seriousness
- c. Reputation

I do not know if there is a control from the University regarding criteria a., b., and c. However, University controls the supervisor backgrounds.

3. Before starting the internship, do you set goals with your supervisor?

- a. If yes do the University approves them?

I did set goals with my supervisor, but I did not have any check from University.

DURING

1. DO the University ask you for feedback?
 - a. Under what form?
 - b. **introducing critical reflexion highlights** Do you have to use critical reflexion?
 - c. Does your supervisor also have to evaluate you during the internship?

Except the progress report and final internship report, University do not ask for any other form of feedbacks. The supervisor has to evaluate me during the internship

AFTER

1. What type of feed back does the University ask from you?
 - a. Is it like the redaction of a paper?
 - b. Do you have to be self-critical, meaning that you have to right, yourself, an evaluation of what you learned?

Yes as said above, feedback are given through the internship report. I do have to be self-critical in the way that I have to write down what I learned.

2. After your internship have you a better idea of what you want to do? Or at least what you don't want to do?

Yes I do have a better idea of what I want to do.

3. You understand and fully appreciate the usefulness of the internship?
 - a. You see the connection between theory and practice?
 - b. You have a better idea about the business life?

I totally see the usefulness of the internship. The connection between theory and practice is not always crystal clear. I for sure have a better idea about the business life

5) *Student Interview n°2*

BEFORE

4. Do you receive any help from the University regarding your internship?

Some employees of the company came to present what the company was doing and its mission but that was it. I had to do the rest of the research by myself. There was not much help from the University. They could have proposed some kind of platform to find the internship and to facilitate the research. It is complicated to do it when you don't know where to start.

5. Is there a real control from the institution?
 - a. Regarding the values of the company

- b. Seriousness
- c. Reputation

I don't think so. We just had to describe what was the organization about and give contact details for the internship agreement. The University did not ask any questions and sign the agreement without any problems. I guess they might contact the organization if they have some doubts but they did not do it with mine. The University asked for the values of the company before starting the internship but that was it. The University might have a database with all the previous companies with who the students did an internship.

- 6. Before starting the internship, do you set goals with your supervisor?
 - a. If yes do the University approves them?

Not really. We had to handle a form to our internship supervisor for him to fill in. He had to talk about the tasks I would have to do. However, I did not really have a say in what I would have to do. That was more a conversation between the University and my internship organization.

DURING

- 2. DO the University ask you for feedback?
 - a. Under what form?
 - b. **introducing critical reflexion highlights** Do you have to use critical reflexion?
 - c. Does your supervisor also have to evaluate you during the internship?

- a. Yes. We had to do intermediate reports during the semester with each one having its own theme. For example, one was about the organization, another one was about an intercultural issue.
- b. Yes. For some intermediate reports, they asked us what we learned about ourselves and how it would impact our professional life.

c. No.

AFTER

4. What type of feedback does the University ask from you?

- a. Is it like the redaction of a paper?
- b. Do you have to be self-critical, meaning that you have to right, yourself, an evaluation of what you learned?

a. We have to do one big final report that resumes the intermediate reports we had to do during the internship.

b. Yes. We had to evaluate our reactions to potential problems we faced. We had to think to what recommendations we would give to someone starting to work for the organization. A critical reflection on what we learned about ourselves was also asked.

5. After your internship have you a better idea of what you want to do? Or at least what you don't want to do?

Not really. My internship was not that great and not really challenging. I did not have many exciting projects to work on. I know at least what I don't want to do in the future. Sales is a sector that does not appeal me at all. I had to do call calling during the internship and it was not great. I might do other internships in the future to find my path.

6. You understand and fully appreciate the usefulness of the internship?

- a. You see the connection between theory and practice?

b. You have a better idea about the business life?

- a. Not much. I had basic tasks to do that even a normal person would have been able to do. I did not apply much from what I learned because the tasks were so simple. It was a small office from a governmental agency in a foreign country with not much power. We were really dependant from the headquarters in Belgium
- b. I could say yes. I saw how an office was working and that we had to be really polyvalent in small office like this. Otherwise, we would not have been efficient at all. I saw how the chain of command worked in an organization like Awex and how projects were done.

6) *Student interview n°3*

BEFORE

1. Do you receive any help from the University regarding your internship?

Yes, to find my internship, Awex came to my University to present their programmes and I applied.

2. Is there a real control from the institution?

- a. Regarding the values of the company
- b. Seriousness
- c. Reputation

We had to describe briefly our company and job and the supervisor had to approve it before starting. The values were not mentioned. Since the company I found was in the Awex database, it was probably enough trustful and serious for them.

3. Before starting the internship, do you set goals with your supervisor?

- a. If yes do the University approves them?

No, just a brief description of the job.

DURING

1. DO the University ask you for feedback?
 - a. Under what form?
 - b. Do you have to use critical reflexion?
 - c. Does your supervisor also have to evaluate you during the internship?

- a. We had to post progress reports about our job where we had to describe cultural issues or intreprenurial initiatives for example.
- b. Yes, kind of
- c. Yes, he evaluates these progress reports

AFTER

7. What type of feed back does the University ask from you?
 - a. Is it like the redaction of a paper?
 - b. Do you have to be self-critical, meaning that you have to right, yourself, an evaluation of what you learned?

- a. Yes, a final report
- b. Yes, we had to describe what we learnt during the internship.

8. After your internship have you a better idea of what you want to do? Or at least what you don't want to do?

Yes, I was doing sales, I know I don't want to work in sales anymore.

9. You understand and fully appreciate the usefulness of the internship?
- a. You see the connection between theory and practice?
 - b. You have a better idea about the business life?

I appreciate the usefulness of the internship,

- a. however, there was not much connection between the theory and practice. What I did during my internship, I didn't learn it at University.
- b. Yes, especially in sales and export strategy.

7) *Student interview n°4*

BEFORE

1. Do you receive any help from the university regarding your internship?

Not me but there is a data base that we can use to discover a lot of internship.

I didn't use it because I wanted to work in a specific company

2. Is there a real control from the institution?
 - a. Regarding the values of the company
 - b. Seriousness
 - c. Reputation

If you choose an internship from the database no because they know the company.

If not, yes of course you need to introduce the company, the values,... and the school has to accept

3. Before starting the internship, do you set goals with your supervisor?
 - a. If yes do the university approves them?

Not really, I explained what I would like to do and they said yes but finally I didn't do it. I wanted to discover the marketing world with the brand management or product management but I did communication...

DURING

2. DO the university ask you for feedback?
 - a. Under what form?
 - b. Do you have to use critical reflexion?
 - c. Does your supervisor also have to evaluate you during the internship?

- a. Mail: I had some questions about the internship, the company, the employees ,... and also about me (how I feel,...)
- b. Yes
- c. Yes during and at the end

AFTER

1. What type of feed back does the university ask from you?
 - a. Is it like the redaction of a paper?
 - b. Do you have to be self-critical, meaning that you have to right, yourself, an evaluation of what you learned?

Nothing the company has to evaluate me and they send it to my uni

2. After your internship have you a better idea of what you want to do? Or at least what you don't want to do?

Unfortunately, yes now I know what I don't want to do or where I don't want to work...

3. You understand and fully appreciate the usefulness of the internship?
 - a. You see the connection between theory and practice?
 - b. You have a better idea about the business life?

As I said previously, I did more communication than marketing so for me it wasn't really usefull and I didn't learn a lot...

- a. Yes
- b. Yes even if I would prefer learn more and practice more

8) *Student interview n°5*

BEFORE

1. Do you receive any help from the university regarding your internship?

When I was at EPHEC I received a list with all the internships they offered. At ICHEC, I received nothing. I was a gateway student and I didn't know that ICHEC had a special website which proposes internships, jobs,...

2. Is there a real control from the institution?
- a. Regarding the values of the company
 - b. Seriousness
 - c. Reputation

I don't really know. I think because we have to fill in papers, ... but it really depends. For example, I didn't feel it maybe because I directly found an internship in a big company and in marketing.

3. Before starting the internship, do you set goals with your supervisor?
- a. If yes do the university approves them?

Yes, with my manager we had to fill in something and send it to the school to be accepted.

DURING

3. DO the university ask you for feedback?
 - a. Under what form?
 - b. Do you have to use critical reflexion?
 - c. Does your supervisor also have to evaluate you during the internship?

No, at ICHEC I had no feedback. My manager has to do it and evaluate me but that's it. However, I had to do it at EPHEC.

AFTER

1. What type of feed back does the university ask from you?
 - a. Is it like the redaction of a paper?
 - b. Do you have to be self-critical, meaning that you have to right, yourself, an evaluation of what you learned?

I think that I had to give me points on 1 to 5,... it was the same for everyone, it wasn't a redaction.

2. After your internship have you a better idea of what you want to do? Or at least what you don't want to do?

Yes of course. I know that I don't want to only be a businesswoman and not work in the communication department either. I really want something more strategic! So I can say that those 2 internships really helped me in the choice of my future job.

3. You understand and fully appreciate the usefulness of the internship?
 - a. You see the connection between theory and practice?
 - b. You have a better idea about the business life?

Mhhh... Not always! Of course some theories helped me but I can clearly say that it is the practice from EPHEC that really helped me for my 2 internships! Theory is often "bullshit" when you have to face up to problems...

Yes, I have a better idea of what is business life because I did an internship in a start-up and the other one in a big company 😊.

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