THE APPLICATION OF CLASSROOM LEARNED KNOWLEDGE AND SKILLS IN INTERNSHIP IN HONG KONG HIGHER EDUCATION

by

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ABSTRACT

The value of work-based experiential learning and the benefits from internship participation have received a lot of recognition and confirmation for the past few decades. A closer examination of the existing literature, however, it shows there is a lack of empirical studies to address if application of classroom learned knowledge and skills by student interns exists in their internship. This research inquiry aims to address this lacuna.

This is a descriptive-qualitative study using a multiple case study method with a phenomenological focus (Stake 2010) based on the theories of knowledge and skills application of Seltzer and Bentley (1999) and the five knowledge and skills classifications of Floyd and Gordon (1998). The researcher uses purposeful sampling in this research inquiry and a total of 12 student interns and 5 on-site supervisors were invited for a face-to-face interview.

The findings from the perspectives of student interns and their on-site supervisors through the in-depth interviews showed that there was a significant relationship between the aims of student interns joining the internship and the learned knowledge and skills application. The findings also revealed that a well-structured internship programme, the role of on-site mentors and the nature of assigned tasks were of equal significant to the transfer of knowledge and skills during internship.

This research provides valuable insights into the nature of work-based experiential learning to remedy the gap to enhance internship programme contexts and structure; and hence its effectiveness. The findings from this study will be useful for education institutes to strengthen their course curriculum, for sponsoring companies to well prepare and organize a project-based internship, and for student interns to prepare themselves and understand the objective before joining the internship.

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CHATPER 1 INTERNSHIP PRACTICE AND BENEFITS

1.1 Introduction

In Hong Kong, the concept of transferring classroom learning to the workplace and the view of embedding vocational education in programme curriculum in the New Secondary School (NSS) has been significantly emphasized by the government dated back to year 2003 (Cheung and Wong 2011). According to Lee and Chao (2013), reformation of the Hong Kong education system following the trend of transferring school curriculum to work has been accelerated rapidly in the past 10 or more years. The government has given great efforts in facilitating and promoting the school curriculum transformation and the student work-based learning implementation via internship programmes or Applied Learning (APL) programmes. For over 10 years a lot of emphasis has been put on applying work-based learning and experiential learning as an integral part of vocational education in Hong Kong.

Orrell (2004) in her forum presentation claims that work-integrated learning programmes are generally considered as a good thing. Mumford (2011, p.29) in his latest research suggests that there is a growing acceptance that workplace is a "rich source of knowledge for students". The identified needs have led institutions worldwide to strengthen the academic programmes by incorporating internship programmes for undergraduate and Higher Diploma students. Therefore, terms like work-based learning, practicum, internship, work-integrated learning, industry-based learning, experiential learning and practical learning etc. are widely embraced within curriculum and very often being used interchangeably as a promotional gimmick by education providers in marketing activities for student recruitment purposes.

1.2 The Identification of Internship

Internships are defined as "undergraduate structured practical professional experience under the supervision of qualified academic and agency personnel" (Konsky 1982, p. 39) and similar description was also from Hart and Davenport (1989), Beck and Halim (2008) and Parker et al. (2016). Duignan (2005) defines internship as a sandwich programme, a placement that is an integral component of the course programme and it deliveres in blocks of six months or one year in full time mode (work experience learning period as part of learners' course) or part-time mode (learners with full-time employment and undertook their studies one day per week or at evening only courses. Scott and O'Sullivan (2005) and Felce and Purnell (2012) state that internship can be undertaken by students during their semester, as single-term or during vacation periods or as credit bearing module that becomes the part of the programme curriculum and a must for the graduation, sometimes pay or without pay (Narayanan et al. 2010). It seems that the definition of internship programmes varies and can be delivered in different formats. According to Dodge and McKeough "Distinctions among these experiential programs tend to blur ... It quickly becomes evident that each of these terms is defined and applied differently depending on the school and its faculty" (2003, P. 46).

1.3 The SEP Triangular Internship Relationship

The benefits of internship has been made explicit by three parties namely students (S), education provider (E) and employer (P). The triangular relationship reflects the pragmatic consideration and approach that benefit all three parties and also leads to employability enhancement.

Figure 1: **The SEP Triangular Internship Relationship**

S
tudent

Internship

E
ducation Provider

Em
P
loyer
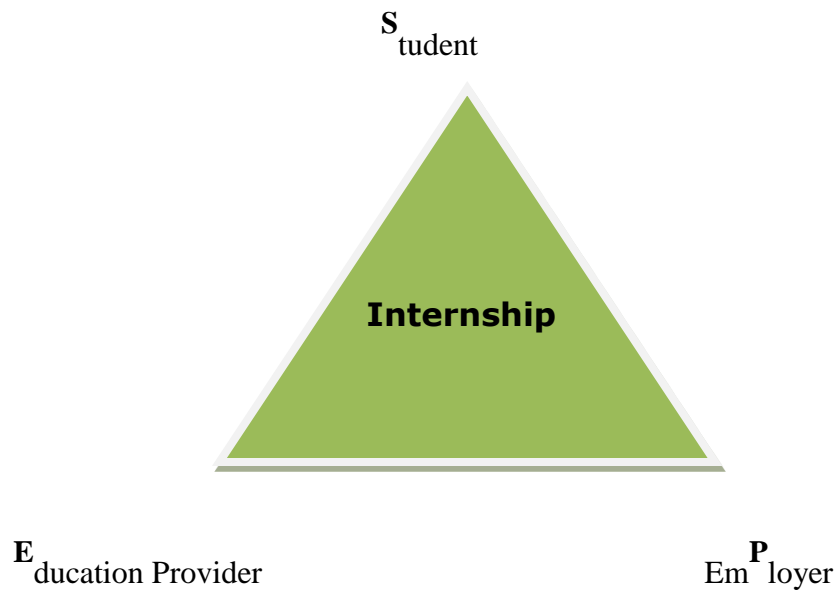
The benefits to **[S]**tudents typically include:

    a.   Enhance the initial employability

    b.   Better opportunities for developing students' future career path

    c.   Improve student's self-confidence, self-concept and social skills

       (Little 2000; Felce and Purnell, 2012, Blicblau et al. 2016)

The benefits to **[E]**ducation Providers typically include:

    a.   Promote enrolment

    b.   Better curriculum which includes work-based learning

    c.   Maintain good relationship with sponsoring companies

       (Hart and Davenport 1989; Abeysekera 2006; Beck and Halim 2008)

The benefits to Em**[P]**loyer typically include:

    a.   Obtain manpower at lower cost

    b.   Receive the benefits of temporary manpower and assistance

    c.   Promote company reputation by supporting education providers

        (Gault et al. 2000; Naraynan et al. 2010; Stanton et al. 2011)

1.4 A Need for More Research

1.4.1   The Research Background

The benefit of internship programme has been strongly promoted by the education institutes and by the government. It has been stated explicitly there is a positive relationship among internship experience and the marketability of student interns and the skill development that lead to the working efficiency in the workplace (Delp et al. 2013; Patel 2015; Kipreos and Dimitropoulos 2016). For students, internship programme is attractive to them for future employment. For education institutes, it is a mean to enhance academic programmes and a promotional tool for student recruitment. For sponsoring employers, it is an opportunity to screen and attract potential and bright students. For some companies it is a way to achieve the mission of social responsibility by offering internship opportunity to students. Overtime, stakeholders appreciate the benefits derived from the SEP triangular relationships. It is not surprising that there is an overall positive conclusion on internship experience as reported in the literature. There is report of the benefits and positive impact on student interns, education institutes and sponsoring companies.

However, Narayanan et al. state that "the literature on internship experience is largely descriptive and anecdotal" (2010, p. 61). Despite the extensive history of the triangular

relationship, literature on the association of the benefits that gained from an internship programme and the application of classroom knowledge is scant. Little is reported in the literature about learned classroom knowledge application in the internship workplace. The benefits of an internship programme cannot be appropriately and comprehensively evaluated without knowing if student interns are able to or required to apply classroom learned knowledge and skills in an internship setting.

Despite the positive benefits visualized by all the stakeholders as reported in the literature, there is no empirical study conducted to investigate the actual application of classroom learned knowledge and skills in the workplace of the student interns. The mythology of the triangular relationship among student interns, education institutes and sponsoring employers cannot be overstated or be generalized without some forms systematic and scientific study to confirm the transfer of learning.

1.4.2   The Research Aim

The researcher of this thesis thinks it is misleading for any conclusions or generalization without the support of any research findings. It is not the purpose of this thesis to investigate or to find out the reasons why the term 'internship' is associated with better students or better academic performance as well as better career future. It is also not the focus of this thesis to challenge the hypothesis on/or the advantages of work-based internship programme.

The aim of this research study is to explore if application of classroom learned knowledge and skills by student interns exist during internship from the perspective of student interns and their on-site supervisors. The inter-relationship and involvement between the two key actors

(student intern and on-site supervisor) are important during the internship learning process. The readiness of student interns, the structure of the learning process, the challenges of assigned works and the instruction and guideline of on-site supervisors as well as the needs and/or enquiry of knowledge and skills application of student interns from their on-site supervisors are all vital factors that determine the success of the internship learning process. The researcher believes a review of the working process of student interns can reveal a number of facts such as:

(1)   The design of internship and the nature of assigned tasks that influence the opportunity of learned knowledge application;

(2)   The objective of students joining internship programme influence their work beliefs which may affect their willingness and effort of applying classroom learned knowledge and their level of work performance;

(3)   Student interns who are problem solvers reinforce the formation of stamina in learned knowledge and skills application for self-enhancement and for personal goals achievement.

1.4.3   The Research Questions

Thus this study aims to answer the following research questions:

Question (1):   How would the objective(s) of student interns in joining internship programme influence their working attitude and behavior in accomplishing assigned tasks by recalling and applying classroom learned knowledge and skills?

Question (2): Do student interns in a business internship workplace setting realize the needs and the usefulness of classroom learned knowledge application in order to accomplish assigned tasks?

Question (3): How does the structure of internship programme, the pattern and design of assigned tasks provide opportunities for student interns to apply classroom knowledge and skills or being required by on-site supervisors?

Question (4): Will student interns be encouraged to draw conclusion to problems by applying classroom learned knowledge and skills and to accomplish assigned tasks for self-enhancement?

Question (5): What roles do on-site supervisors play in directing, guiding and stimulating student interns to recollect classroom learned knowledge and skills for tasks accomplishment and problem solving?

This research inquiry is responding to bridge the gap by investigating classroom learned knowledge and skills application.

1.5 Research on Internship

1.5.1 Internship Workplace Setting in this Research Enquiry

The subject matter regarding internship setting in this study is the approach that involves a semester term-length paid experiential learning procedures of full time business students, who are working in an organization under the supervision of an on-site mentor. The internship programme is arranged jointly by the education institute and the sponsoring employer and no

academic credit bearing is earned by student interns toward their degree studies. The full time business students are not required to undertake a long period of internship experience such as a continuous of one/two semesters of work-based learning and training during their programme for their degree award. The internship programme is optional to business students. The academic division acts actively to organize the internship programme jointly with the Employment Unit at the education institute for internship opportunities to match students to places in the 'real business world in internship setting' of their choices. It is not a sandwich or placement programme. It is an internship programme between business academic division of the education institute, and a sponsoring company. The internship setting allows classroom learned knowledge be transferred, as what Narayanan et al. reported "a student internship programme" (2010, p. 61). This internship setting is a combination of the academic division, the Employment unit and the sponsoring employers.

1.5.2 Internship Key Actors in this Research Inquiry

As mentioned above the two key actors in this research inquiry are the student interns and their on-site supervisors. In order to explore the phenomenon of knowledge application in the internship workplaces, their views of learning, performance, internship structure, and workplace settings during the experiential period were investigated along the following areas:

- The formation of the internship programme
- The nature and amount of tasks that were assigned
- The guidance and supports rendered
- The learning opportunity across different context
- The behavior and attitude in accomplishing the assigned tasks

- The ways in which problems were handled

- The factors that inhibit the active involvement as problem solver

- The opportunities that classroom knowledge and skills can be applied

1.6 Limitation of this Research Inquiry

A limitation of this research inquiry is it is relatively small sample size which might limit the generalization of its findings to other population groups. The internship is an optional module in the business degree programme. Some students are not willing to participate in the internship placement. That leads to a relatively small number of students enrolled in internship.

However, this study provided original exploratory analysis on the application of classroom learned knowledge and skills in internship workplace settings. Future research is suggested using larger samples before the findings may be generalized.

1.7 The Significance of Research Findings

The purpose of this research inquiry is to better understand if application of classroom learned knowledge and skills by business student interns exist during internship from the perspective of business student interns and their on-site supervisors.

(A) The findings can be utilized by education institutes to:

1. modify programme curriculum to better prepare business graduates for their workplace performance;

2. partner with sponsoring companies for a better structured internship programme for business student interns; and

3. develop a new approach to facilitate a more positive perception of internship programmes.

(B) The findings can help to identify:

1. the importance of having a clear vision among stakeholders at the very first stage what to be achieved through the internship programme;

2. the importance of relevant context of internship programme;

3. business student interns perception of the purpose of internship participation and the performance in workplace learning; and

4. the relationship between assigned tasks that business student interns are given and the application of knowledge and skills.

(C) The findings will contribute to bridge the following literature gaps:

1. the findings provide the foundation for understanding effects of offering opportunity for learned knowledge application in internship learning; and

2. the results of this research inquiry will add to the existing literature on the relationship between student learned knowledge application and internship workplace learning.

CHAPTER 2 LITERATURE REVIEW

2.1 Introduction – The Orthodoxy Internship Concepts in Education

Brennan and Little (1996) affirmed that the concept of embedding work placement in Higher Education programme studies happened in the UK in engineering and technology programmes since 1950. The concepts expanded and diversified into business programme in the 1960s (Duignan 2005, p. 24). From the recommendations of research studies, the definition of internship was to combine work and study for students to gain work experience alongside their studies (Hart and Davenport 1989; Abeysekers 2006); to provide real world experiences for students in academic programs (Henry et al. 2001). Over time the concepts of internship evolve and develop. The overall internship experience is confirmed to be beneficial (Dolnicar and Stern 2003; Callanan and Benzing 2004; Wright and Clarke 2010; Ions and Minton 2012). Fraser and Deane stated that the benefits of non-academic skills acquisition were found such as "… an appreciation of the rapidly changing world of work; developing key generic skills such as team work, interpersonal, and communication skills; short-term financial benefits; enhanced employment prospects; development career strategies; and working in another culture" (2002, p. 38). Johyun (2011) in his findings quoted the feedback of one of the student respondents that he had learned nothing in class instead he learned through work-site. Hutchinson et al. (2001) reflected parents appreciate internship opportunities are offered to their children in experiencing hands-on learning at work via internship. Student interns reported their self-confidence and career future has been enhanced upon experiencing an overseas placement (Coll and Chapman 2000). An intern reported "… the programme had provided me with tremendous skills and experience which enabled me to

acquire full-time employment within government" (Dodge and McKeough, 2003, p. 50). With much research findings and increased incidences reiterate the benefits of internship programme to students, academic providers and employers, the concept of internship is "… widely believed to expose students to the practical side of a discipline and provide relevant work experience" (Tepper and Holt 2015, p. 325). Patel (2015) in her case study research findings reported that internships were used by many postsecondary education institutes as the option of maximizing students' classroom learning with practical experiences.

However, the practical and beneficial approaches to internship might encounter resistance from education institutes who "… concerned too much efforts and emphasis were placed on internships whilst less time was spent with the actual academic content" (Tepper and Holt 2015, p. 326). Complaints from students were received as they considered internship programme as a mean for learning and for the future recruitment but in fact "internships rarely lead to jobs, training is poor or non-existent, supervision is minimal, tasks are mundane …" (Tepper and Holt 2015 p. 327). The pros and cons of internship programs were studied and reported. Nevertheless, the researcher agrees Duignan's conclusion that "… internships are the opportunities to undergraduates in terms of knowledge production and knowledge dissemination, and one of the major points of contact between many universities and the world of work" (2005, p. 24).

2.1.1   Research Findings on the Beneficial and Practical Approaches to Internship

Given such advantages, extensive research has been conducted focusing on the effectiveness and practical benefits of internship for the past decades as follows:

Table 1: Research on Internship

Year	Research Area	Author
1989	The importance of internship experiences to undergraduate communication	Hart S.J. and Davenport S.B.
1999	Issues for supervision during experiential learning	Dewar, B.J. and Walker, E.
1999	Effects of internship predictors on successful field experience	Beard, F. and Morton, L.
2000	Impact of structured internship program on student performance	Hauck, A.J., Allen, S.Y. and Rondinelli, D.F.
2000	Advantages and disadvantages of international co-op placements	Coll, R.K. and Chapman, R.
2002	Student perceptions of internship experiences	Schambach, T.P. and Dirks, J.
2007	Assessment of internship experiences	Beard, D.F.
2008	What and how do interns learn from experience	Beck, J.E. and Halim, H.
2000	Undergraduate business internships and career success	Gault, J., Redington, J. and Schlager, J.
2010	Determinants of internship effectiveness	Olk, P.M. and Fukami, C.V.
2011	A new approach to internship advising	Lundsteen, N.
2012	A survey of internship programs for management undergraduates	Kim, E.B., Kim, K.B. and Bzullak, M.
2013	The role of internship organization in the improvement of students' industry employment intentions	Lee, C.S. and Chao, C.W.
2014	Values-based internships	Canziani, B.F.
2015	The role and satisfaction during internship	Kaseorg, M. and Pukkonen, L
2015	Tips to build the best internship experience	Price, C.

It is explicitly recognized from the above literature that most of the research focuses were on establishing evidences to show the beneficial association among practical internship and

student employability and self-enhancement, the beneficial and favorable involvement between student interns, education institutes and employers. They were driven by the beneficial and practical approaches to stakeholders rather than on theoretical or practical principles in relating to the relationship between learned academic knowledge applications of student interns in an internship workplace setting. The researcher is inspired by Lundsteen, who stated in a research finding that "… the traditional views of knowledge transferred from classroom to workplace is too simplistic for graduates to encompass into the real business environment" (2011, p. 26).

As such, there is a lack of scholarly studies or literatures that report the critical relationship between learned knowledge and skills applications in internship workplace.

2.1.2   Application of Classroom Learned Knowledge and Skills in Internship

Education providers strive to offer experiential classroom learning opportunities, they believe that is an effective way of gaining workplace knowledge and skills for their students (Wright and Clarke 2010). However, they are following the traditional standards and values, and conventional means of delivering an internship programme. On the other hand, students naturally "see internships as a way to gain much-needed experience, to improve job skills and potentially an offer of future employment" (Tepper and Holt 2015, p. 325). The researcher understands the dilemma of reconciling the conventional way in producing and implementing internship programme with the traditional beneficial concepts of student interns. The dilemma of no or little connections of programme curriculum and classroom learned knowledge and skills with the actual internship workplace learning; and no expectation of the enhancement of academic and internship performance upon experiencing internship learning. The focus of

education institute is on conducting a successful internship programme based on the regular practices, while student intern and employer are pursuing self-development and company achievement respectively.

2.1.3   Student Interns: The Learning Identity

Raelin claims work-based learning is a "new" learning that is based on self-reflective principle of becoming (2008, p. 67). Raelin has identified three types of individuals, an opportunistic learner "someone who committed to learning in life from whatever source was available"; a collectivist "someone who committed to work and learn in the company of compatriots", and lastly an individualistic "someone who preferred to work and learn on his/her own, tended to object to the group work contingent in successful work-based learning programs" (2008, p. 50-51). The identification of how individual intern shapes his/her intern identity is one of the focuses of this investigation.

It is unarguable that different participants have different goals to achieve when entering the internship programme (Narayanan et al. 2010). As reported by Williams (2004) that some students might regard internship an experiential opportunity with an obligation or a requirement from the institute, but with no full appreciations; others might expect a payoff from their investment in education (Abeysekers 2006). Hurst et al. (2012) believed that students with calculative mind will expect internship an advancement opportunity the sponsoring employer might offer beyond the duration of the internship. Some see internship as a connection building opportunity (Hergert 2009; Beggs and Hurd 2010). The pursuit of benefit has been seen as one of the elements that will affect the performance and working attitudes of student interns during the internship.

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The role of individual was significant (Corey 1997) and student interns were the "principle agents of learning" in knowledge transfers (Rogers et al. 1998). On the other hand, the identity of student interns was sometimes framed and affected by "an individual's preparation for the new role" (Black et al. 1991), and followed by the intern's commitment to the job and role.

The utilization and application of knowledge by student interns have undergone the process of self-identification in respect to the motivation of the student (Narayanan et al. 2010). Alternatively put, Cuneen and Sidwell (1993) identified a good quality student intern's identity was associated with enthusiasm, strong communication skills, maturity, initiative and a positive work ethics. These observations resonated with Beard and Morton (1999) and Bourland-davies et al. (1997) that accurate expectations and appropriate goals set by student interns and their positive attitude were contributory factors to individuals' identity in the internships.

Students are often encouraged to participate in internship in a way that it might not be credit bearing and with no or minimum pay. Some students might evaluate the cost effectiveness of an internship programme to their learning and career. Panczenko (2013) states that unpaid internships programmes have increasingly become the most common pattern. Hernandez (2013) argues that it is impossible to ignore the unpaid positions. As suggested by Tepper and Holt "most faculty did not want to participate in programmes that might exploit students" (2015, p. 326). Farkas (2013) quoted "would-be interns are forced to question whether the value of having any internship on a resume outweighed the potential unfairness" whilst some students cannot afford the loss of income for an unpaid internship (Westerberg and Wickersham 2011). The state of affairs that student interns are facing will somehow affect

their decision, perception, and attitude on internship placement.

According to Boekaerts and Cascallar (2006) the learning experience that student interns have in the past affect their expectations and beliefs, which in turn will affect their willingness to perform as well as the time and efforts they are preparing to invest when facing a new environment with new tasks. Ghosh (2000) stated that because students' experiences are different, their identities are formed differently. Sheehan et al. (2005) pointed out that intern education was a process of self-identity and self-determined formation. Student interns integrate themselves into an internship working setting, diagnose classroom learned knowledge and make meaning in relation to what they have been experienced and known. It may involve contradictions in self-identity that they may have been formed from their past experience (Ghosh 2000). It is no longer solely a personal and individual process. They are in a process of reconstruction of identity throughout the entire internship learning process and consequently turning themselves into particular types of behavior and attitude in relation to knowledge skill transformation (Hall 1990).

2.1.4   On-Site Supervisor: The Role Identity

Apart from student interns, on-site supervisors are also at the centre of the internship programme. They are one of the core players that need to act proactively for the success of the internships. The role of on-site supervisor is:

> "… on-site supervisors served as mentors by offering professional role modeling, acknowledgement of unique strengths and areas of growth, socialization to the community and communication of confidence and support for the professional

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development of interns" (Karel and Stead 2011, p. 388).

Mentoring is defined as:

"… the degree to which supervisor assigned challenging tasks to the interns, provided proper assistance in accomplishing the tasks, and purposefully helped build the intern's positive impression of the organization by establishing horizontal and vertical networks in the organization" (Liu et al. 2011, p. 98-99).

The philosophy of the nature of mentoring is also highlighted by Liu et al. (2011) that "… supervisors (mentors) of interns are critical figures in interns' work lives. They determine the types of tasks assigned and, in turn, interns' opportunities to utilize and enhance their work-related skills" (2011, p. 99). Magara et al. (2011) also support that on-site supervisor is required to guide and expose interns for their daily operations, to evaluate their performances at work; and to discuss problems that they have encountered. To the proposition "a quality on-site mentor", Johari and Bradshaw (2008) believed on-site mentor should focus on process, offer encouragement and provide feedback to student interns. They further reiterate that on-site supervisor can engage interns in learning. In the same vein, the motivation of on-site supervisors, their level of guiding or mentoring experience as well as planning are essential elements of on-site supervisor in determining whether student interns can experience valuable and meaningful internship learning. (Williams, 2004)

With the increased reliance on the role and participation of on-site supervisors, Wallace (2007) stated that on-site supervisors have to evaluate student intern based on their work performance, punctuality and attendance. Therefore, on-site supervisors should have an understanding on

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the academic components such as what are the curriculum and outcomes of the course that student interns have taken, and the contents of modules. Gibbs (2013) confirmed that the combining efforts of internship coordinator and on-site supervisors could add significant quality to internships experiences. He further recommended academic coordinator to conduct regular forums for on-site supervisors and student interns to discuss on project topics and to organize individual on-site meetings for both parties. In this case, the role of on-site supervisor does not only focus on how well student interns are performing. Instead he/she becomes part of the task force in the internship structure. As part of the task force, the on-site supervisor is expected to create a "healthy and positive mentor-intern relationships" (Liu et al. 2011, p. 98), as well as required to establish a good and close relationship with academic coordinator, a key player for internships (Peretto Stratta 2004).

Regarding the role of on-site supervisors, Cross (1975) and Dawson (1989) affirmed the experience and patience of on-site supervisor could enrich the learning aspect of student interns through the on-site instructions. Hurst et al. (2012) concluded that in order to ensure successful internship experiences, we have to rely on supervisors (mentors) to provide "guidance, support and feedback". Liu et al. stated that "mentoring from an assigned supervisor was probably the most important source of learning during an internship" (2011, p. 99). The degree of participation of on-site supervisors in terms of their roles, working style, coaching skills and their expectation on academic knowledge transfer to real business environment are vital to the successful application of classroom learned knowledge and skills in the workplace. That very much depends on how on-site supervisors view the value of classroom learned knowledge be applied to the workplace to complete the assigned tasks.

2.1.5 Internship Structure: An Implicit Framework for Internships

Hauck et al. in their 2000 findings reported that structured internship has grown as a vital part of the academic landscape. Literature reviews argued forcibly that a well-structured internship was an important groundwork for students to gain practical experience (Felce and Purnell 2012). It offered work tasks that help students to learn specific job skills and receive direct supervision at the place of employment (Wentz and Trapido-lurie 2001). It is generally accepted that a well-structured internship brings a more effective practice (Gardner 2004; Danielson 2007; Magara et al. 2011).

Kemple et al. (1999) concluded internship coordinator was the primary liaison between student interns and employer to formulate an appropriate internship position for students. Nelson (2012) highlighted the role of coordinator is to provide valuable information to student interns with a clear understanding of the context of placement styles. Kim et al. (2012) asserted that coordinator has the ability to assess the compatibility of an internship programme. The assumption of positive synergies gain from the full cooperation of a knowledgeable, helpful internship coordinator and a structured internship would strengthen the configuration, effectiveness and quality of an internship programme (Gryski et al. 1987; Dye and Bender 2006; Soneson 2010).

2.2 The Theoretical Framework

The researcher herewith presents the adoption of the creativity principle of knowledge and skills application by Seltzer and Bentley (1999) as the main theoretical framework of this research study.

Under the eye of Seltzer and Bentley, they believe "… whatever knowledge and skills we might have, the central challenge is to find ways of applying them creatively … in new ways to achieve a valued goal" (1999, p. 16), that is to become a creative learner or a progressive problem-solver. This study describes the journey of student interns who are full time undergraduate business students, at the time of experiencing their work-based learning and training. They are at the starting point to create the link between creative ability and knowledge and skills application, with the objective to understand how learned knowledge and skills be recalled and applied in the internship workplace setting. The four main characteristics of a creative learner or progressive problem-solver stated by Seltzer & Bentley is implicitly a statement about the theory of knowledge and skills application which is to underpin the relationship between a creative learner and problem solver and the transfer of knowledge.

An examination of the student interns as creative learners or progressive problem solvers on the formulated four main characteristics are:

(1)   The ability to identify new problems, rather than depending on others to define them (Finding Problems)

(2)   The ability to transfer what one learns across different contexts (Transferring Knowledge across Contexts)

(3)   The ability to recognize that learning is incremental and involves making mistakes (Recognizing that Learning is Incremental)

(4)   The capacity to focus one's attention in pursuit of a goal (Focusing Attention)

(Seltzer and Bentley 1999, p. 19)

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Seltzer and Bentley assert that creative leaner and problem solver will make use of previous learned knowledge and skills and apply to new situation creatively. This framework forms a basis for the analysis of student interns in their workplace practices when they confront difficulties and problems.

2.3 The Conceptualization of Knowledge and Skills

Traditionally, disciplines such as the accounting, finance and technical related subjects were expected from employers as important knowhows. However, the expectation of knowledge and skills of what constitute the employment in labour market have been undergoing changes. They now more value the soft skill attributes of students. For example, Orr et al. are reflecting the process of transformation "employers continued to report that soft skills are critically important" (2011, p. 23). Dated back to 1988, Boatwright and Stamps (1988) claimed leadership, communications and self-starter skills were more important than academic skills in student recruitment. Smith (2005) criticized the academic studies focused too heavily on concepts and theories but lacking soft skill development. Lewis (2006) reported both academic skills and positive working attitudes such as timeliness and collaboration were deemed equally important by employers. Mitchell et al. (2010) assert that team skills, time-management and ethics in the 21st century are important attributes. Leavitt agrees workforce skills in the 21st century is the "ability to learn, to think critically, to communicate effectively and to skillfully leverage technology" (2011, p. 18). These reports showed that the balance of traditional academic knowledge and soft skills such as reflection, analysis, problem solving, creativity and evaluation are required by employers.

In view of the diversity of requirements that the student interns are expected to meet by employers, the Floyd and Gordon (1998) model of five classifications of knowledge and skills seems to be an appropriate framework for this research to base on. The five classifications are the analytical skills, computer applications, creative thinking, information search and problem solving.

The researcher adopted the academic knowledge and skills classification of Floyd and Gordon (1998). Although these concepts and theories were published 20 years ago, their contributions are still valid and reliable; and are referenced by other authors as supporting literature in contemporary studies such as: in the research findings of Shanka and Napoli (2014) they concluded that experiential based learning allowed students to gain an awareness of the skills required by employers. They cited the concept of Floyd and Gordon (1998) that "this is becoming increasingly important given today's business environment. Employers are now expecting commerce graduates not only to possess technical and quantitative skills, but also to be effective communicators, problem solvers, critical thinkers and team players" (Shanka and Napoli, 2014, p.2). The researcher believes it is justified to use the theory of Floyd and Gordon in this study. As in other contemporary studies such as Maelah et al. (2014) they took Floyd and Gordon's soft skill concepts in setting up the structured survey questionnaire. Again in Stadig et al. (2013) study, they used Floyd and Gordon's skills and knowledge concepts as one of the foundation and supporting reference in their research framework. The researcher use those concepts in the theoretical framework and in designing the interview questions mainly because their theories and concepts are sound and still can be applied to today's learning environment just like other researchers mentioned above.

2.4 The Searching of Workforce Academic Knowledge and Skills and Internship

The core assumption is that the requirements of academic knowledge and skills are defined by employers as well as the on-site supervisors which might impact upon students' internship performance. There is a need to integrate them into the internship curriculum to investigate whether the defined or expected knowledge and skills can realistically transferred or being applied in internship placements.

Table 2: New Mapping of Academic Knowledge and Skills

Floyd & Gordon (1998) Academic Knowledge and Skills	Academic Knowledge and Skills for the 21st Century Employer (Based on literature review on page 24-27)
Analytical Skills	▪ decision making skill ▪ communication skills ▪ interpersonal negotiation skills
Computer Applications	▪ personal computer skills ▪ computational thinking ▪ spreadsheet skills
Creative Thinking	▪ novel, innovative ▪ creativity and adaptive thinking
Information Search	▪ information literacy skills ▪ searching competence
Problem Solving	▪ critical thinking ▪ problem handling ▪ problem solving skills ▪ leadership skills

2.4.1   Classification of Analytical Skills and Internship

Nelay (2007) in his research study claimed that analytical skill in internship programme is important. This is supported by Eyler (2009) that decision making skills, communication, analytical and problem solving skills as well as the capacity for critical thinking and application of knowledge are core attributes in both internships and workplace environment. Mahesh and Ritesh (2009) concluded that in order to meet the keen competition, skills such as analytical skills, interpersonal communication and negotiation skills are required in the 21st century by employers.

2.4.2   Classification of Computer Applications and Internship

Berger (2009) reflected that computer literacy and written communication, and technology skills are essential for future employment for the college graduates. Suggested by Stanton et al. (2011) in their internship analysis research findings database management skills, personal computer skills, programming and scripting skills are knowledge and skills required for student interns to be effective in their internship. The two professional skills in technology are computational thinking and new-media literacy. They believed both computer skills assist in effective working performance and in building social network (Weng 2014, p. 419). In essence, as reflected by student interns, computer skills are important. Both faculty members and recruiters affirm that programming skills and spreadsheet skills make valuable contributions to the workplace (Baker 2013).

2.4.3   Classification of Creative Thinking and Internship

Davies et al. (2011) supported that "novel and adaptive thinking beyond the rule-based pattern of thinking and addressing the novelty of ideas which may be utilized to solve problems in real world; some employers start to expect people to have this capacity for creating new different things" (see Weng 2014, p. 411). Literature reviews recommended embedding creative thinking in academic curriculum Cynthia (2003); Ellermann et al. (2006); Agezo (2010) and Booi (2011). These views are further asserted by Haines et al. (2010) and McLeish (2011) to increase students' creative and critical-thinking abilities; and Eze and Nwali (2012) developed individual capacity for creative and innovative thinking. Agin and Gibson (2010) concluded that innovate culture is required in an organization and the leaders should inspire and guide their staff through creative thinking processes in order to achieve the company's mission. The relationship between creative thinking and the effectiveness of performance for students and organization in the working environment is positively related.

2.4.4   Classification of Information Search and Internship

From the academic point of view, Scott and O'Sullivan (2005) suggested embedding information literacy skills into programme curriculum. Anderson (2006) highlighted in his journal that information searching competence is a sociopolitical skill. Schutt et al. (2009) urged academic faculty and library to develop students' database searching skills. Other literature and research findings also supported the importance of information searching skills Chu and Law (2007); Bhukuvhani et al. (2012) and Freeman and Lynd-balta (2012). Cooper in his article mentioned that "professional database search is an added value" (1992, p. 17). From the perspective of an organization, Feldman (2013) reported information seeking is in

all kinds of contexts, whilst professional data searchers are needed. The above literatures reflected the importance and the requirement of having proficiency in information searching skills in both academic studies and workplace environments.

2.4.5 Classification of Problem Solving and Internship

In an internship supervisor interview, the findings concluded that employers find problem solving ability one of the most important skills in the workplace (Morrison et al. 2012). Hopkins et al. (2011) stated that employer's rate high on critical thinking and problem solving skills. Mahesh and Ritesh in their 2009 report highlighted analytical skills, interpersonal communication and problem solving skills are essential in dealing with the increasing global competition in 21st century. Gordon (2010) reported employers today consider solid liberal arts education, good verbal communication abilities and problem solving skills are core elements in their recruitments. Berger (2009) revealed that both interpersonal communication skills and problem solving skills are top priority for curricular enhancement at the college.

2.5 Conclusion

In this chapter the researcher reviews literature relating to internships, and explores the research gap in relating to the relationship between academic knowledge and skills application and student interns during their internship learning process in an internship workplace setting. It also reviews conceptual framework and theories that underpin this qualitative research inquiry.

The definition of knowledge and skills are identified and defined by the five classifications of academic knowledge and skills proposed by Floyd and Gordon (1998). The formation of the student intern's identity and role of on-site supervisors are explored in order to understand how student interns' identities affect their conceptualizations and perceptions of internship which may in turn affect their learning and working attitude and application of learned knowledge and skills.

By reviewing the literature relating to the relationship between the developments of a structured/semi-structured/non structured internship programme and the application of knowledge during the internship practice, it shows that conclusion could not be drawn if the structure of an internship programme has an effect on the application of learned knowledge and skills in bridging and in the workplace.

Finally literature relating to the role and responsibilities of on-site supervisors and their impact on learning knowledge and skills application of student interns was also reviewed. On-site supervisors offer the chance of on job knowledge learning and academic skills application of the student interns in their field of studies. It is concluded that student interns should be guided and coached throughout the entire internship learning process whilst the role of on-site supervisor is one of the core influential elements to the performance and knowledge application for the student interns in the internship workplace environment.

CHAPTER 3 METHODOLOGY

3.1 Introduction

The literature review in Chapter 1 affirms the triangular relationship among student interns, education institutes and sponsoring employers in an internship workplace programme (Little 2000; Felce and Purnell 2012). For decades, research findings confirmed the fruitful results of an internship programme and this concept has been imprinted into people's mind. However, the researcher realizes while it is assumed that there are benefits of internship programmes, the fact that whether classroom learned knowledge and skills can be applied or being required or used appropriately by student interns in an internship workplace is questionable in particular for some non-project based internship programmes. There is a lack of studies which address this issue.

Therefore the aim of this research inquiry is to explore if application of academic knowledge and skills exist in internship workplace, from the perspectives of student interns and their on-site supervisors specifically this research aims to achieve the following objectives:

1. The reasons of student intern for joining the internship programme;

2. The performance of student intern if he/she is a progressive problem solver who will try to relate classroom learned knowledge when encountering problems and/or in accomplishing assigned tasks;

3. Who will also understand that making mistakes is one of the experiences in his/her learning path (Seltzer and Bentley, 1999);

4. To explore if there is any relationship among the design and structure of an internship

programme, the role and function of on-site supervisors and if the motivation of student interns on the internship programme participation will result in the application of classroom learned knowledge in an internship workplace.

In this chapter the research planning and design are explained. The methodology and the qualitative research approach as well as the data collection and analysis techniques are also reported.

3.2 Research Question

According to Garner and Scott (2013), research question directed the data structure of an empirical research study and the ways of data collection and analysis for the story composition. The questions of this research inquiry are focused on how student interns in the business internship setting applied the classroom learned knowledge and skills in terms of formulating solutions when encountering problems and in accomplishing assigned tasks; and how the structure and pattern of internship programme and the nature of assigned tasks shape the working behavior and performance of student interns. Specifically, this research aims to answer the following research questions:

Question (1):   How would the objective(s) of student interns in joining internship programme influence their working attitude and behavior in accomplishing assigned tasks by recalling and applying classroom learned knowledge and skills?

Question (2):   Do student interns in a business internship workplace setting realize the
                  needs and the usefulness of classroom learned knowledge application in
                  order to accomplish assigned tasks?

Question (3):   How do the structure of internship programme, the pattern and design of
                  assigned tasks provide opportunities for student interns to apply classroom
                  knowledge and skills or being required by on-site supervisors?

Question (4):   Will student interns be encouraged to draw conclusion to problems by
                  applying classroom learned knowledge and skills and to accomplish
                  assigned tasks for self-enhancement?

Question (5):   What roles do on-site supervisors play in directing, guiding and stimulating
                  student interns to recollect classroom learned knowledge and skills for tasks
                  accomplishment and problem solving?

This research inquiry is responding to bridge the gap by investigating classroom learned knowledge and skills application in an internship setting. The study aims to answer the five research questions. So the researcher would like to recap the research questions in this chapter in align with the methodology strategy and the qualitative research approach.

3.3 Research Approach

This is a qualitative study using the phenomenological approach. Suggested by Glueck "Interpretive phenomenological qualitative inquiry is designed to capture process and is

concerned with making sense of the meaning and experiences relate to the study questions and the participants' real-world experiences" (2015, p. 178). Creswell claimed that "if a phenomenon needs to be explored and understood because little research has been done on it, then it merits a qualitative approach" (2014, p. 20). Further supported by Hancock and Algozzine (2006), they believed it is difficult to understand the insider's thinking via quantitative approach. Using this approach, it aims to investigate student interns and their on-site supervisors the way in which knowledge and skills are applied or lack of application. The interprevtist paradigm "reasoned human actions affect perceived reality" (Stringer 2009, p. 155) is a tool to discover the practical understandings of participants' actions (Huberman and Miles 1998) and to shape the understandings of participants' experience from their perspectives (Watson 2008).

3.4 Case Study with a Phenomenological Focus

Creswell stated that "… in qualitative research, the intent is to explore the general, complex set of factors surrounding the central phenomenon and present the broad, varied perspectives or meanings that participants hold" (2014, p. 140). This research inquiry revolves around student interns and their on-site supervisors in relating classroom knowledge and skills for formulating and solving problems and accomplishing assigned tasks in the workplace setting. Each case of individual business student intern and his/her on-site supervisor is the unit of analysis. In-depth face-to-face interview method was used in this research inquiry. The interviews are designed to investigate student interns' perspective with regard to their daily internship experiences and to understand their learning attitude and readiness to participate, their ability to accomplish assigned tasks; to formulate solution to problems; and to integrate learned knowledge with actual practice. It also aims to seek from on-site supervisors the

significance of how the term 'application' be interpreted and how it can be applied by student interns with their supports. Application in practice is depending on the support and guidance from on-site supervisors such as their mentorship style, task induction, opportunities that were offered and the nature of assigned tasks that allowed student interns to apply conceptual knowledge and skills that learned from classroom. On the other hand, any failure of supports from the on-site supervisors, or if supervisors see no significance or do not prefer the application of learned knowledge student performance will be affected. A qualitative research using in-depth interview with student interns and on-site supervisor is the main approach for this research inquiry.

To conclude, the qualitative interviews via an interpretive form of research to provide meaningful information will allow the researcher to understand the phenomena of student interns in the internship workplace scenario.

3.4.1   Sampling Strategy: Purposeful Sampling

The researcher uses purposeful sampling in this research inquiry. Patton stated that purposeful sampling is a strategy that "selected purposefully to permit inquiry into and understanding of a phenomenon in depth" (2002, p.261). According to Nastasi et al. (2004) the purposeful sampling strategy uses small sample sizes aims at credibility but not representativeness or generalization. The nature of the internship programme delivered by the school that the researcher is working with is neither a sandwich programme nor a project-based workplace programme, and all activities are carried on a small scale. Some students show no interest in joining internship programme for the low salary package adds pressure to the participation rate. The researcher also observed that students have no idea or concept about the importance

of internship learning to their studies and self-development. The sample has a total of 12 business students and 5 on-site supervisors from their respective sponsoring companies. The size of respondents is not large, but as argued by Creswell "the idea behind qualitative research is to purposefully select participants that best help to understand the problem and the research question" (2014, p. 189). The researcher believes the size of the samples for this inquiry is "a reasonable coverage of the phenomenon given the purpose of the study" (Patton 1990, p. 186) and the work of Patton (1990) "who would provide the most information-rich cases" (see Jones 2002, p. 464).

3.4.2 Multiple Case Approaches

The multiple case approaches are used in this phenomenological study. According to Yin (2003), the logic of multiple cases replication design is firstly to consider the initial proposition. The adoption of Floyd and Gordon's (1998) five classifications of academic knowledge and skills students learn in classroom and the addition of employers' requirement on graduate attributes are used for the definition of knowledge and skills for this research inquiry. In order to gather different perspectives, detailed meanings and descriptions of the responses, business student interns were grouped based on the five sponsoring companies they were working for as five multiple cases. The interview results from each participant are considered independently. If the pattern and interpretations across these five set of multiple cases can be concluded, the student interns' experience may substantial support for the initial proposition. The replications of results may reflect the reality and the researcher reports the findings and replication across the five groups/cases in Chapter 4 and Chapter 5.

3.4.3   Participants – Student Interns

The researcher had invited 12 Higher Diploma business students to join this research inquiry with the approval of the school. A brief introduction was conducted by the researcher to each student individually on the aim and objectives of this research inquiry and consultation was provided. There was a period of 2 weeks for students' consideration. The participants had to meet the following criteria: sub-degree students with Business / Marketing as their major disciplines; they had to complete their internship during their studies in 2013-14 and 2014-15 academic years of which the internship programme was not credit-bearing; and their participations on this research were on volunteer bases. They were aged 19 years and above and the mean age was 21. Among the group of participants seven interns (67%) had working experience on part-time basis but their job nature varied, such as waiter/waitress in restaurant/hotel and/or café; sales in retailing store, promoter and data entry clerk. The rest four interns (33%) never had any working experience during their sub-degree studies. To gather basic demographic data on student interns, no demographic questionnaire was used. Instead student interns were asked and recorded for their backgrounds before the in-depth interview started. Table 3 summarized the demographic details of the twelve student interns.

Table 3: Student Interns Demographic Characteristics

Characteristics	Number of Student Intern
Gender	
Female	4
Male	8
Working Experience	
0 month	4
1 – 6 months	3
7 – 12 months	1
13 – 24 months	3
Over 25 months	1

3.4.4 Participants – On-Site Supervisors and their Companies

Five on-site supervisors from five sponsoring companies were assigned as mentors to the twelve student interns. The nature of the companies varies from property agency, medium size printing company to marketing, international publisher and advertising company. Due to the limited number of sponsoring employers, six students were assigned to the same property agency under one on-site mentor. Table 4 summarized the allocation of student interns to the five sponsoring companies.

Table 4: Student Interns and Sponsoring Company Allocation

Company Nature	Number of Student Intern
Property Agency	6
Advertising	1
Marketing	1
Publisher	2
Printing Company	2

3.5 Procedures – Researcher and the Validity

Creswell mentioned "validity in qualitative research was a strength and a means for establishing accuracy" (2014, p. 201). Validity and reliability standard had "to be applied throughout the subjects conduct of the case study but not just at the beginning" (Yin 2003, p. 35). Essential of the creditability in the diagnosis and analysis of research findings Creswell et al. formulated the concept of "prolonged time in the field" (2003, p. 210) to enhance field studies engagement and to establish relationship with respondents. Jones stated "the trust that is cultivated through prolonged engagement takes time" (2002, p. 464). Following these guidelines, the researcher closely followed up with student interns and on-site supervisors during the interview process. Pilot test of the interview questions was conducted in the campus to ensure clarity and relevance. Translation of the questions was carried out by the researcher.

The researcher has dual roles as both the coordinator and the researcher of the internship programme. As the coordinator, she has been working in the school for more than 7 years, her

training and experience that gained through teaching, programme development and practical involvement with student activities, all these help in shaping the methodological strategies of this research inquiry. As the researcher, her close relationship and understanding of students was able to easily establish rapport during interviews. As a result student interns were more willing to express their true feelings. During the face-to-face interviews, the role of researcher is to achieve the aim of seeking the best understanding the phenomenon of the conventional definition of internships and the performance of respondents during their experiential learning. Her identity to student interns is a researcher, not the representative or staff of their college. The mission of the researcher of this inquiry is for the purpose of maintaining the quality and standard by minimizing errors and biases (Yin 2003). So inappropriate or irrelevant questions such as the feelings of student respondents about the college, their opinions on the design and module curriculum of the course they are studying were not asked or probed during the interviews. Therefore, there is no impact on the findings due to role conflicts.

3.5.1   Face-to-Face Interviews

The objective of this research inquiry is to explore if application of classroom learned knowledge and skills exist in an internship workplace. Face-to-face interviews were conducted. According to Yin "… face-to-face interview is a guided conversations rather than structured queries" (2003, p.89), Brinkmann (2016) states that face-to-face qualitative interview provides human interaction, a verbal communication for knowledge production and Gottberg et al. (2016) suggest that face-to-face interview can obtain a deeper understanding of the situation. The semi-structured open-ended questions were focused firstly on a brief understanding of respondents' daily tasks and how they managed to accomplish those assigned tasks in the light of recalling and applying classroom learned knowledge and skills to

their day-to-day activities. They were also asked to describe their internship experience in terms of task contexts, working processes, the request from on-site supervisors and their relationship, the needed knowledge and skills for the tasks, and how they managed to find solution when encountering problems, and lastly their attitude and readiness to acquire knowledge and experience during the internship period. The interrelationship skills that applied for building bonds between working partners; the engagement and adaption of in the working environment; the positive and negative feelings towards the context of assigned tasks as well as the on-site supervisors' mentorship were also explored. The twelve respondents were encouraged to share their views openly whereas prompts were used to help them to recall their memories. They were also reminded that they had the right to withdraw or preferred not to answer questions at any time. They were informed that in order to ensure the trustworthiness of the transcription, they would be contacted either via telephone or email if follow-up questions were required. The transcripts were sent to respondents for content verification.

The following semi-structured open-ended questions were designed to forge the link between student interns as progressive problem solvers based on Seltzer and Bentley's principles of knowledge application:

1. What was/were the goal(s) and belief of respondents in participating in the internship programme?
2. How classroom knowledge and skills functions affected respondents' internship performance during the internship setting?
3. How did respondents solve problems during the internship?
4. What was the interrelationship and interaction of respondents with different

stakeholders during the experiential process?

5. What type of condition(s) within the internship learning setting could help to stimulate the application of classroom knowledge and skills?

6. What were the role(s) of the on-site supervisor during their internship learning period?

3.5.2 Procedures – Data Collection from Student Interns

The twelve student interns were invited in early September 2014 to be the interview respondents by the researcher with full explanation on the objective and rationale of this research inquiry. Interviews were conducted within one month after the internship programme was completed. All interviews were carried out in an isolated classroom on campus with location agreed by both parties during the month of September 2014. The interviewing time ranged from 30 to 60 minutes. Interview transcript of student interns was sent for their verification to ensure data were transcribed correctly.

The interview started with a thorough explanation by the researcher on the objective and purpose of the research inquiry, followed by interview and administration procedures. Participants had to provide a written consent whilst their rights were emphasized such as their names would be anonymous and would not be shown on this research report and other publications. The briefing aimed to build mutual understanding and to eliminate problems that may inhibit honest responses from the respondents. Student interns were informed that their honest response was critical to the success of the case study. The interviews were conducted via a semi-structured face-to-face interview format with open-ended questions.

It was suggested by Yin (2003) that an in-depth interview session should best last for about 60 minutes. The interview duration for the twelve student interns ranged from 30 minutes up to 60 minutes depending on the participants' willingness to respond and discuss. The interviews were tape-recorded with written consent from all respondents and with their permission that the scripts were transcribed verbatim by the researcher.

3.5.3   Procedures – Data Collection from On-Site Supervisors

Five on-site supervisors were invited on a volunteer basis and interviewed individually about their mentoring experience with the twelve student interns. The interview was focused on the experience across mentor supervision, the working attitude and performance of student interns; knowledge and skill demonstration of student interns and their limitations, the attitude and ability of student interns when problems were encountered, and engagements and supports by on-site supervisors to them. The purpose was to explore student interns' knowledge application through the eyes of their on-site supervisors. At the same time, the role; functions as well as their personal influence and interrelationship with student interns were investigated. As with the interview of student interns, the interviews were conducted by using semi-structured open-ended questions. Respondents were encouraged by researcher throughout the interview to provide examples in sharing about their opinions or detailing critical incidents.

The researcher firstly contacted respective supervisors via phone to have their verbal consensus about the purpose of the interview and the suggested interview schedule. All interviews were carried at the sponsoring companies from February to March 2015. Three male and two female on-site supervisors from marketing, advertising, publisher, printing and

property agency were interviewed. The range of interview time was from 45 to 60 minutes.

At the beginning of the interview, the researcher briefed respondents the purpose of this research inquiry and the interview procedures thoroughly and they were required to sign a written consent form for the interview. The entire interview was audio recorded. The respondents were notified that their names and findings were coded for confidentiality and for anonymous purposes. They were also informed that follow up would be arranged on respondents' responses for further clarification if necessary via telephone or email, in particular during the process of data analysis. Interview transcript of on-site supervisors was sent for their verification to ensure data were transcribed correctly.

In order to explore the phenomenon if student interns are creative problem solvers and their level of commitment to the assigned tasks; and the opportunity to apply the classroom learned knowledge and skills in internship, interviews with open-ended questions based on Seltzer and Bentley's (1999) principles during interview were held. The open-ended questions were as follows:

1. What was the working attitude of student interns?
2. How student intern behaved when tasks were assigned to them?
3. How did student interns react when they encountered problem(s)?
4. What did on-site supervisors think about the learning ability and work quality of student interns?
5. What was the expectation of on-site supervisors to student interns on the application of their learned knowledge and skills in the assigned tasks?
6. What was the opinion of on-site supervisors on student interns in investing time and energy by using their knowledge and skills in accomplishing the assigned task?

7. What type of condition(s) within internship learning setting on-site supervisor thought could help to stimulate the application of classroom knowledge and skills?

8. What was the opportunity that on-site supervisors could offer student interns working in different context to enhance their working and business exposure?

9. What was the relationship of student intern with other workers?

10. What was/were the role(s) of on-site supervisors during the internship learning period?

3.6 Data Analysis

The researcher had used the method of Interpretative Phenomenological Analysis (IPA) to analyze the findings from the in-depth interviews. Snelgrove described the IPA approach "… was to present detailed in-depth analysis of the experiences of particular people in particular settings" (2014, p. 21). According to Larkin et al. (2006) and the work of Smith et al. (see Snelgrove 2014, p. 21), "the studies use small samples, semi-structured interviews, and an inductive (drawing meanings from the data rather than imposing a priori constructs on them) and reflexive approach (researchers monitored their responses and critically examined their methods throughout the research)". By investigating participants' experiences and understanding their internship procedures, the interpretation achieved the aim of this research. The researcher agrees to the conclusion of Lopez and Willis that "IPA is designed to use the interpretations to find meanings for practice, education, research, and policy to create informed and culturally sensitive health care knowledge" (2004, p.730, see in Glueck 2015, p.108).

The researcher transcribed the tape-recorded records and written notes after interview. Individual transcription was read and re-read for error checking and to ensure no core

information was missing. Significant issues were noted. Each transcript was coded and treated

independently for the meaning of descriptive feedback and was consolidated into conceptual

themes as reported in the next section. Following the work of Smith and Osnorn's analytical

skills (2003, see in Rizq 2012, p. 31-32) by "clustering similar topics and issues into themes, a

cross-case comparison, where a smaller number of higher-order themes was generated in the

process of making connections and integrating the themes, cross-case analysis was written up

in narrative form illustrating each theme with verbatim extracts from transcripts". The themes

were reviewed for reliability and consistency. The process allowed the researcher to

"assimilate the coded descriptions, key phrases, and themes for each individual transcript to

generate broad, meaningful themes that captured the collective experiences" for these two

groups, i.e. student interns and on-site supervisors (Glueck 2015, p. 108).

3.6.1   Thematic Analysis

Thematic analysis is an analytic approach researchers used to identify patterns of meaning

across a qualitative dataset. It is a tool that provides analyses of people's experiences in

relation to an issue, a factor or process that underlies and influence particular phenomena

(Braun et al. 2016). This research aims to explore if application of classroom learned

knowledge and skills by interns exist during internship from both the individual and the

on-site supervisor perspectives. A thematic analysis (Braun et al. 2016) was used for the

systematic review of data collected to identify the frequency and themes related to individual

student internship experience. Semi-structured questions were posed to the respondents and

interviews were recorded and for later transcription. The researcher used qualitative thematic

analysis for examining and identifying themes within the data. For each interview, transcripts

were reviewed and coded. Five cases were reviewed in the analysis, including the sharing and

opinions of a total of 12 student interns and 5 on-site supervisors.

During the interview, student interns expressed their objectives of participating in internships, the way they managed assigned tasks, the attempts in handling problems and their interrelationship with working partners. They also discussed their views on the structure of internship programme, their expectation on the role of on-site supervisors and the chances of applying classroom learned knowledge and skills. For on-site supervisors they discussed their feeling about the goals of student interns in joining the internship programme and their working attitude. They described the kind of tasks allocated to student interns, the structure of internship programme and the workplace setting. They reviewed the characteristics of each student intern's ability to cope with problems and their coping procedures and strategies. They also shared their views about their ability to transfer classroom knowledge and skills, and lastly the role of on-site supervisors.

3.6.2   Consolidated Themes from Student Interns

1. Theme 1: Goals and beliefs of joining the internship programme

    Student interns were asked to present their reasons and expectation on the internship programme. Four motivations were frequently named: gaining working experience; enhancing personal resume; improving communication skills and personal development.

2. Theme 2: Procedures of accomplishing task and solving problems

    Student interns were asked to recall and present how they managed their assigned tasks

and sought solution for problems that were encountered. Four common ways were reported by the student interns, namely: seeking instruction and guideline from on-site supervisors; following instruction from mentor; waiting for the instructions from mentor, and trying to recall what had been learned from classroom and applied them in the assigned tasks.

3. Theme 3: Interaction with office workers

Student interns were asked to describe how they interacted with office workers/partners. There were three frequent answers: active attitude by engaging in activities such as lunch and karaoke; positive attitude by being polite and friendly with the co-partners; inactive, difficult to establish bonds with other staff in the company.

4. Theme 4: Nature of a structured internship programme

Student interns were asked the role of internship programme structure in the application of classroom knowledge and skills. Two clear answers were given by respondents. A structured internship programme with well-organized workplace setting led to better chance of classroom knowledge application; a well-designed project/task based internship programme was important for knowledge application.

5. Theme 5: Expectation on the role of an on-site supervisor

Student interns were asked to share their expectation on the role of the on-site mentor. There were three frequent answers: full involvement with clear instruction and guideline provided; encouragement and compliments were essential for their self-improvement;

and provided them with chances to learn and to experience.

6. Theme 6: Chances of applying learned knowledge

    Student interns were required to evoke under what circumstance they had the chances to apply their learned knowledge during their internship. The most frequent answers from case 1 respondents were: when conducting market research; design survey questionnaire; preparing marketing and advertising plan; design promotional materials. Two common situations were reported from the other cases: when making cold calls and online marketing and competitor data searching.

7. Theme 7: Difficulties and problems of applying learned knowledge

    Student interns were asked to share the difficulties and problems they had encountered to apply knowledge and skills in the workplace. The most common answers from case 1 were lack of experience in business environment; and dependence on on-site supervisors' coaching and guidance. For the other cases, few chances were offered for knowledge application and so they had not much to share.

3.6.3 Consolidated Themes from On-site Supervisors

1. Theme 1: Goals and behavior of student interns

    On-site supervisors were asked about their feeling about the goals and expectation of student interns in joining the internship programme. Three responses were frequently mentioned: no clear vision and specific idea; to enhance resumes; and to experience the

real business workplace environment.

2. Theme 2: If student interns understood that learning was incremental that involved making mistakes

   On-site supervisors were asked to recall how student interns behaved when encountering problems and their feelings when making mistakes. Two common behaviors were reported namely: willing to take recommendations and advice for improvement; and behaved passively running away from the problems.

3. Theme 3: Chance and ability to transfer classroom knowledge and skills

   On-site supervisors were asked to recall if classroom learned knowledge and skills were used during the internship. Frequent situations were: followed up with customer's enquiries; assisted in organizing seminars, events; on-line information search and update; and making cold calls and composing business plans.

4. Theme 4: Role of student interns when encountering problems

   On-site supervisors were asked to describe how student interns behaved when problems were encountered. There were four frequent answers: took initiative to solve problems; selective response to problems; negative attitude and ran away from problems; and acted as a follower and followed instructions.

5. Theme 5: Role of on-site supervisors

On-site supervisors were asked about the role of on-site supervisors. Two clear answers were given by respondents. They should work closely with education institutes on the design of internship programme; and to provide guidelines and advice to student interns and to offer encouragement and compliments to student interns for good performance.

As a result of the data collection procedure mentioned above, the following themes were identified:

Seven themes were identified from student interns:

(1) Goal and belief of joining the internship programme;
(2) Procedures of accomplishing task and solving problems;
(3) Interaction with office workers;
(4) Nature of a structured internship programme;
(5) Expectation on the role of an on-site supervisor;
(6) Chances and difficulties of applying learned knowledge and skills; and
(7) Role of on-site supervisors.

Five themes and sub themes were identified from on-site supervisors:

(1) Goals, learning attitude and work behavior, and attention to pursuit goals of student interns;
(2) If student interns recognize that learning was incremental;
(3) The ability to participate and transfer knowledge across different contexts; Sub themes:
    (3a) opportunity that offered for knowledge and skills application;
    (3b) engagement of student interns with the assigned tasks and learning contexts; and
    (3c) ability of student interns in applying learned knowledge across contexts;
(4) Responses of student interns when encountering problems and identifying solution to problems; and

     (5)   Role of on-site supervisors

        Sub themes:

        (5a) structure of internship programme; and

        (5b) role and mentorship style

According to Smith et al. (2009), the validity and trustworthiness of interview procedures as well as data interpretation have to be considered whilst external and internal audit and data verification must be conducted. Several steps were taken for this purpose.

Firstly, interview transcript of student interns and on-site supervisor were sent for their verification to ensure data were transcribed correctly. Their names and contents were in confidentiality and sufficiently anonymised. Recommendations from participants were received and accepted. Lastly, all participants were sent a full set of consolidated interview results and findings and they were invited to make comments on the accuracy of the interpretation concluded by the researcher based on their answers during the interviews. All respondents were willing to cross check and made valuable comments.

CHAPTER 4 FINDINGS FROM STUDENT INTERNS

4.1 Introduction

In this chapter the research findings from student interns were summarized. Twelve student interns were interviewed. Data consolidated from the in-depth interview were conceptualized into themes to illustrate their experiential learning as well as application in the business internship workplace. Three groups of basic information were collected at the initial stage to form the framework of this research inquiry. Firstly by defining classroom learned knowledge and skills based on the concepts of Floyd and Gordon (1998); secondly by summarizing the nature of task assignments in internship; and lastly by associating related programme modules with the assigned tasks that student interns considered as important learned knowledge required in order to accomplish their tasks. These three basic frameworks (1) classroom learned knowledge and skills classification (Table 5); (2) internship assigned tasks classification (Table 6); and (3) academic knowledge and skills considered useful to carry out assigned tasks performance (Table 7) are summarized and cross-tabulated in the next section.

According to Boekaerts and Cascallar (2006) the expectancies and beliefs of student interns cause their willingness to put effort and time to perform in a new environment or new task. It is the objective of this research to identify the goal, belief and reasons of student interns in joining the internship programme and subsequently their working attitude and behavior as well as relationships with working partners. These were reflected in the process of their task assignment management and problem solving administration either with or without knowledge transfer or application. Another objective is to identify if the structure and setting of internship programme and the mentorship of on-site supervisors play a role in knowledge

application of student interns. Hence five main themes are identified from the student interns in-depth interview namely: (1) goal and belief of internship participations; (2) managing assigned tasks and problems; (3) interrelationship and interaction with other office workers; (4) internship programme structure and workplace setting; and (5) role of on-site supervisors. The synthesis of the findings at the end of this chapter might shed light on the conclusion of this research enquiry if learned academic knowledge application exists in internship from the perspective of student interns.

4.2 Framework 1: Classroom Learned Knowledge and Skills Classification

Student interns were required to recall what they had learned in classroom. A brief profile of programme modules were provided to refresh their memory during the face-to-face interview (Appendix 1), which categorized the programme modules in accordance with the five academic classifications of Floyd and Gordon (1998). Table 5 summarized the answers of the twelve student interns.

Table 5: Classroom Learned Knowledge Classification

Academic Knowledge and Skills Classifications (based on Floyd and Gordon Classification)

Floyd and Gordon   (1998) | **Student Interns**

1. **Analytical Skills**	**Module**	**No. of Student**
	Advertising and Promotion Management	12
	Brighter English	10
	Business Statistics	10
	Consumer Behaviour	8
	Guided Project	8
	Human Resources Management	5
	Introduction to Management	9
	Marketing Research	2
	Negotiation Skills	12
	Personal Selling and Sales Management	12
	Principles of Accounting	3
	Principles of Law	2
	Principles of Marketing	9
	Strategic Marketing	12

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2. **Computer Application**	**Module**	**No. of Student**
	Computer Data Management	2
	Computing for Business	3
	Management Information System	2
	Marketing Research	7

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3. **Creative Thinking**	**Module**	**No. of Student**
	Advertising and Promotion Management	11
	General Putonghua	2
	Guided Project	12
	Negotiation Skills	8
	Personal Selling and Sales Management	12

4.	**Information Search**	**Module**	**No. of Student**
		Brighter English	2
		Consumer Behavior	4
		Guided Project	10
		Marketing Research	8

5.	**Problem Solving**	**Module**	**No. of Student**
		Advertising and Promotion Management	10
		Guided Project	12
		Marketing Research	12
		Personal Selling and Sales Management	12
		Principles of Accounting	3
		Principles of Marketing	8
		Retailing and Service Management	5
		Strategy Marketing	12

4.3 Framework 2: Internship Assigned Tasks Classification

Student interns were also required to recall the nature and scope of tasks that were assigned to them by their on-site supervisors. Respondents identified their jobs including regular data entry, photocopying, checking and filing of documents, on-line information search, and hotline enquiries handling, organizing of events and marketing related jobs. Out of the twelve respondents only six student interns worked for a property agency and they were assigned marketing and business related project whilst all the rest mainly assigned clerical tasks. Table 6 summarized the assigned tasks of the twelve student interns by their sponsorship companies.

Table 6: Internship Assigned Tasks Classification

Nature of Company

1. Property Agency   <u>**Assigned Tasks**</u>

- Design of banner/website/poster/ promotional materials
- Investigated potential customers
- Arranged seminar
- Information search (product/company information, market trend)
- Updated website information
- Designed research questionnaire and survey findings analysis and result presentation
- Photocopied documents

2. Marketing   <u>**Assigned Tasks**</u>

- Updated and edited information in webpage
- Information search (competitor, product)
- Followed up on customers' inquiries
- Assisted in organizing events/activities
- Information search (product/company information, market trend)
- Cross checked on documents
- Photocopied and filed documents

3. Publisher   <u>**Assigned Tasks**</u>

- Followed up customers' inquiries
- Input data
- Documents translated and checked up
- Photocopied and filed documents

4. Printing   <u>**Assigned Tasks**</u>

- Followed up customers' inquiries
- Input data
- Made cold calls
- Assisted in arranging printing schedules
- Checked up documents and printing materials
- Photocopied, checked and filed documents

5. Advertising	**Assigned Tasks**
	▪ Input data and organized customers' database
	▪ On-line information sought
	▪ Photocopied and filed documents
	▪ Follow up customers' inquiries
	▪ Information search (competitor, product)
	▪ Assisted in on-site advertisement shooting

4.4 Framework 3: Academic Knowledge and Skills Considered Useful to Carry Out Assigned Tasks Performance

In an attempt to examine the evidence and to explore the relationship between assigned tasks in internship workplace and classroom learning, the twelve participants were asked to identify how much or what proportion of classroom learned knowledge and skills had facilitated them in accomplishing the tasks, such as their business discipline knowledge, computer and communication skills.

It is interesting to note that the majority of respondents reported that they could hardly identify or involve some of the classroom learned knowledge or skills in the internship workplace in particular at the beginning of the experiential learning. They considered the on-site supervisor was the most suitable person to guide their assigned tasks and to facilitate them on the transfer of classroom knowledge in workplace. For example, the analysis of property market for case 1, or skills in dealing with customer inquiry for case 4. In most of the scenarios, they followed the instructions of their on-site supervisors. Table 7 summarized the association of programme modules with the knowledge and skills student interns expected to use and deemed required in meeting the needs of on-site supervisor or accomplishing assigned

tasks in internship. As indicated in Table 7, 17 modules were considered as useful for learned knowledge application in completing the assigned tasks or in solving problems.

However, the nature of classroom knowledge and how it might be applied in internship workplace needed to be considered in greater depth. The reflections summarized in Table 7 did not appear to show the full picture of classroom learning and workplace application interrelationship. What participants perceived and expected could be totally different in the real business workplace setting. So after classifying classroom learned knowledge and associating them with assigned task accomplishment, all twelve participants were asked about the reasons and expectations in joining the internship programme, and to define and conceptualize what knowledge and skills they had learned and how they managed workplace tasks based on the knowledge and skills that interconnected with the 17 modules in Table 7.

Table 7: Learned Academic Knowledge and Skills from Programme Modules Considered Useful in Internship Assigned Tasks

Company	Tasks in Internship	Knowledge and Skills that Required	Modules Considered Useful (multiple answers)
Property Agency	▪ Design of banner/website/poster/ promotional materials ▪ Investigated potential customers ▪ Arranged seminar ▪ Information search (product/company information, market trend) ▪ Updated information in webpage ▪ Designed research questionnaire and survey findings analysis and result presentation ▪ Photocopied documents	▪ Customer oriented theories, marketing strategies, online promotion concepts ▪ Creative mindset ▪ Analysis on the needs of target customers and found the promotional tools to access them, analytical mind (findings analysis) ▪ Online information search skills ▪ Research and presentation skills ▪ Basic computer skills (Powerpoint, Excel) ▪ Photocopying skills ▪ Systematic and well organized ▪ Neat and tidy ▪ Second language competence	<u>Common Modules</u> ▪ Brighter English, Business Statistics, General Putonghua, Principles of Marketing <u>Discipline Modules</u> ▪ Advertising and Promotion Management, Guided Project, Marketing Research, Strategic Marketing <u>Workshops</u> ▪ CIM Digital Conference
Marketing Company	▪ Updated and edited information in webpage ▪ Information search (competitor, product) ▪ Followed up on customers' inquiries ▪ Assisted in organizing	▪ Photocopying skills ▪ Taking simple notes ▪ Good communication and social skills ▪ Competence in liaison and telephone manner ▪ Good customer services skills	<u>Common Modules</u> ▪ Computing for Business, Computer Data Management, Human Resources Management, Management Information Systems, Negotiation Skills, Principle of

	- events/activities - Information search (product/company information, market trend) - Cross checked on documents - Photocopied and filed documents	- Customer oriented theories, marketing concepts - Industry knowledge - Information search skills (secondary data) - Basic computer skills	Accounting, Introduction to Management, Principles of Marketing <u>Discipline Modules</u> Personal Selling and Sales Management
Publisher	- Followed up customers' inquiries - Input data - Documents translated and checked up - Photocopied and filed documents	- Photocopying skills - Systematic and well organized - Neat and tidy - Accuracy - Good communication and social skills - Competence in liaison and telephone manner - Good customer services skills - Customer oriented theories, marketing concepts - Industry knowledge - Information search skills (secondary data) - Basic computer skills	<u>Common Modules</u> - Computer Data Management, Computing for Business, Human Resources Management, Management Information Systems, Negotiation Skills <u>Discipline Modules</u> - Personal Selling and Sales Management, Retailing and Service Marketing, <u>Workshops</u> - Database/Information search workshops
Printing Company	- Followed up customers' inquiries - Input data - Made cold calls - Assisted in arranging printing schedules - Checked up documents and printing materials	- Good communication and social skills - Competence in liaison and telephone manner - Good customer services skills - Accuracy - Basic concept on the	<u>Common Modules</u> - Brighter English, Negotiation Skills, Principles of Marketing <u>Discipline Modules</u> - Personal Selling and Sales Management, Retailing and

		operation of financial market and financial products	Service Marketing
		▪ Second language competence	
Advertising Company	▪ Input data and organized customers' database ▪ On-line information sought ▪ Photocopied and filed documents ▪ Follow up customers' inquiries ▪ Information search (competitor, product) ▪ Assisted in on-site advertisement shooting	▪ Customer oriented theories, marketing strategies, online marketing concepts ▪ Creative mindset ▪ Online information search skills (secondary data) ▪ Industry knowledge ▪ Basic computer skills ▪ Good communication and social skills ▪ Competence in liaison and telephone manner ▪ Good customer services skills	<u>Common Modules</u> ▪ Negotiation Skills, Principles of Marketing, <u>Discipline Modules</u> ▪ Advertising and Promotion Management, Marketing Research, Personal Selling and Sales Management, Retailing and Service Marketing, Strategic Marketing

4.5 Classroom Learned Knowledge and Skills on Internship Workplace Application

The researcher had grouped the responses of the twelve respondents based on the type of sponsoring company student interns were working for and classified them as cases for data consolidation. Case 1 with 6 interns working in property agency; case 2 with only 1 intern working in a marketing company; case 3 with 2 interns working for a publisher; case 4 with 2 interns working in a printing company and lastly case 5 with 1 intern working in an

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advertising company. Therefore, there are five multiple cases and each case was analyzed independently.

Theme 1: Goal and Belief of Internship Participation

There were various feedbacks from the participants. The most common response was their participations in the internship programme were to enhance their resumes. Some student interns thought internship was a start to guide them for their future career development and a chance to improve their networking and interpersonal skills. From the perspectives of interns 2 and 12, internship experience could be regarded as a positive outcome that affirmed their practical working knowledge and skills. For intern 1, he had high expectation and acted aggressively in the experiential process. His comment was positive "… the reason for my participation in the internship programme is to see if I have the attributes as a marketer and I take the active role for this activity".

Alternatively intern 8 reported she had no expectation on any career exploration from the short internship programme, but on the opposite, her participation was the consequence of peer group pressure. She reflected "I have working experience as an office clerk before. To me, there is not much difference. Every office is more or less the same, and I don't aim for working experience enhancement". Intern 9 reported "I am not sure if I can learn anything from the internship programme and the payment is not promising". Intern 11 explained "… I simply take the offer when the programme coordinator introduced that to me during the class".

To summarize, the purposes of student interns in joining the internship programme range from gaining working experience, enhancing personal resume, testing and checking up on one's own attributes and ability, improving communication skills, to obtaining chance in creating business networks and direction for personal and future career development. Understanding the different background of student interns and their goals of participating in the internship programme, the researcher thus can surmise the different performance in completing assigned tasks and solving problem during their experiential learning process between an active student intern and an inactive one. In an explicitly behavioural formulation, the goal and belief of student interns in joining the internship programme can be regarded as a motive that drove them to behave and to perform. In Chapter 5, on-site supervisors' reports on the performance of student intern in respective to his/her learning attitude and working behavior during the learning process will be further discussed.

It is conceivable that student intern who participated in internship had different motivation and objective. It is interesting to note that the findings reflect no respondent had considered his/her goal was to enhance academic attainment upon completing the internship programme. To the student interns, the internship was to learn and experience outside the school for self-development. They never thought that experience they gained from internship could lead to improved academic learning and performance in school. They also did not consider themselves when return to school had improved subject knowledge and skills after the internship. The researcher finds it worthwhile to find out the linkages or association between internship learning and academic performance enhancement in future research.

Theme 2: Managing Assigned Tasks and Problems

<u>Managing Assigned Tasks</u>

From the respondents, the researcher finds that the first step for student interns in managing assigned tasks was to seek instruction and guideline from their on-site supervisors, intern 12 reported "… at the beginning, the tasks are assigned and briefed by my supervisor, and I find it is important. Otherwise, I am totally blind especially as I never have any working experience in the business field". Similar feedback was received from interns 5 and 11. All Case 1 respondents emphasized the needs for briefing and guidance from on-site supervisor as absolutely important at the beginning, even though the nature of their assigned tasks was their discipline related. They appreciated their on-site supervisor encouraged them to recall classroom learned knowledge and tried to apply them on the assigned tasks.

The primary internship role that respondents reported included filing, photocopying, information search and checking documents. All student interns stressed the need to follow instructions and teaching from the on-site supervisor.

It is noted that some student interns reported no practical tasks were assigned to them during their internship and commented on the way how they managed their tasks. The feeling of 'taking' order and instruction passively was sensed. This feeling was most apparent in cases 2-5. For example both student interns in case 4 recalled their job duties required no in-depth participations from them. Intern 11 commented "… most of my jobs are taking order for filing, moving files to store room for stock taking and photocopying. These tasks were my major duties during my internship". Intern 12 of case 5 claimed "… I follow exactly my supervisor's direction and guidance. He is always in the office and offers me his helping hand".

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From these findings, it is observed that student interns depended on the guidance of on-site supervisors in carrying out their duties. The researcher discovers that the working patterns and the way respondents manage their jobs varied. These findings show that student interns tend to be more independent and productive in managing assigned tasks if:

(1)   They were encouraged by on-site supervisor on their performance

Intern 1: "I have a lot of job satisfaction when I receive compliments from my supervisor as I take on an initiative role to manage and complete the nominated task appropriately".

Intern 3: "… the acknowledgement of my performance from my on-site mentor motivates me to try and to work independently".

Intern 11: "… my task accomplishment is depending on the encouragement and positive feedback of my supervisor".

(2)   They were assigned with tasks that they found interesting

Intern 12: "I am excited when I was informed to participate in a life advertisement shot … I plan ahead trying to achieve the standard and meet the requirement of my mentor and I do not want to disappoint him on my performance".

Intern 10: "It is boring because the majority of my duties are inputting data, photocopying and filing documents".

(3)   They were given responsibility on assigned task

Intern 8: "I will have confidence to give suggestions, to manage and accomplish tasks creatively if I were allowed to take up tasks totally instead of doing 'a bit here and there' and to meet deadline".

Intern 10: "I have never been given responsibility to manage a task. I do not need to participate in any decision making and/or initiating ideas so I just follow exactly what I was instructed and assigned to do".

<u>Managing Problems</u>

In analyzing the relationship between student interns' management of their assigned tasks and their work attitude and behavior when confronting problems, the researcher has identified the following two types of behaviour:

(1)   Non-Progressive Problem Solver

The researcher identifies student interns as non-progressive problem solver from the analysis. They are passive in formulating new problems and limit themselves from learning or expanding their knowledge in areas that they are unfamiliar. They treat new challenges passively. This kind of attitude influenced how he/she behaved and the way of seeking solutions. For example, interns of case 3 reported that "we seldom meet our supervisor in the office. Her main concern is if we can meet the deadlines. When a problem is encountered we will not take any action until confirmation from our supervisor is received. Sometimes we seek help from the other staff assigned by our supervisor". Case 2 intern 6 replied "… the first thing comes to my mind is to seek help from my supervisor or people sitting next to me".

Intern 10 of case 4 replied "I do not encounter any problem because all my assigned tasks are tedious and routine and I do not encounter any big problem as I have no chance in participating in big project or work across departments."

(2)   Progressive Problem Solver

The researcher identifies student interns as active problem solvers from the analysis. These student interns have positive work attitudes, a strong sense of responsibility to look for ways to solve problem; and able to relate learned knowledge and theories to practice. According to Seltzer and Bentley (1999) these types of people always treat ongoing challenges as opportunities to build knowledge.

Intern 1 of case 1 stated "… the team members try not to bother our supervisor for help. We will discuss among ourselves and work out some solutions. We sometimes prefer to seek help from our tutors. For example, we send the questionnaire draft to our Marketing tutor for comments, and we cross-check our notes for the business plan format".

Intern 2 of case 1 also reflected "… when problems are encountered, we will gather together for brainstorming. It is encouraging that we complete our assigned task by 'trial and error'. We only seek help or advice from our supervisor when we have tried all possible solutions and they did not work out".

The characteristics of an progressive problem solver is an initiator who is willing to identify problems; to focus on transferring learned knowledge in order to accomplish tasks; and is capable of investigating new methods or ways to complete the tasks. Interns 1 and 4 of Case 1 stated "… we look into theories/concepts that learned in classroom and seek appropriate

approach to answer enquiries in a professional manner". Their positive attitude in handling problems is associated with the objective of their participation in the internship programme. They treat the experiential learning as a challenge for self-enhancement, professional development and most importantly a good chance for the development of their future career.

On the other hand, as shown by the responses from those passive problem solvers, the researcher observes that there is a strong congruence between student intern who consider joining internship programme with an objective to enhance their resume and those who behave as followers.

There is a certain level of similarity on the characteristics of non progressive problem solvers. From cases 2 to 5, the following characteristics are identified:

(a) They were happy when their on-site supervisors were always around for offering solutions to problems.

(b) They were happy that there was always have somebody ready to offer help to solve their problems.

(c) They did not need to take any initiative in either identifying problem or finding solutions for their problems.

(d) It was not necessary for them to make extra effort to relate classroom learned knowledge to the assigned tasks.

Theme 3: Interrelationship and Interaction with Stakeholders

The researcher refers to Hiemstra (1994) that active and self-directed learner is willing to involve himself/herself in the working process, to take responsibility for acquisition of learning resources; and to take initiative to learn, all these will be reflected on their task performance and working behaviour. The researchers believes to understand how student interns interact with their working partners and their engagement in adapting to the working environment, all these may help in discovering the way how they apply learned knowledge or their new ways of knowledge application. The researcher made reference to Hiemstra's (1994) work which stated that active and self-directed learner is willing to involve himself/herself in the working process, to take responsibility for acquisition of learning resources; and to take initiative to learn which will be reflected on their task performance and working behaviour. Although these concepts and theories were published 20 years ago, their contributions are still valid and reliable; and are referenced by other authors as supporting literature in contemporary studies such as Richard et al. (2016) stated curriculum design as well as adequately teaching on the necessary content and practical experience was important for self-directed learning for students. The authors embedded Hiemstra's self-directed learning concept (1994) in their research conceptual framework, "… considered the idea of learner autonomy to be self-directed learning, or where the learner takes primary responsibility for learning decisions" (Richard et al. 2016, p. 324).

The findings reveal, regardless of the task nature, all respondents expressed that good communication and interpersonal skills were important and necessary. They also shared a positive attitude that being one of the peer group members could help to improve job performance. Student interns described the good relationship and frequent interaction with the

working partners or staff in the office as a security hub. Their presence provided social security to them, in particular when their on-site supervisors were not around. Intern 2 of Case 1 reported "one of the colleagues drives me to the printing house when he realizes I cannot meet the submission deadline if I take the subway to deliver the promotional artwork. Failing to meet the deadline is something I cannot afford".

Intern 6 of Case 2 said "… me and the company staff bonded quickly. They invite me out for lunch and karaoke and help me when I encounter problems, especially when my supervisor is not around. They teach me the functions of the advanced photocopier; how to access to the client's databank; and the standard workflow of the company. Otherwise I cannot catch up with an event arrangement properly when my on-site supervisor is having a meeting with a client".

Intern 8 of Case 3 mentioned "… I shift among different sections and maintain good relationship with the people around me. They often offer to help me. I have no customer service experience and is nervous in answering enquiries. Fortunately they teach me the basic phone communication and note-taking skills, and how to convey cases and inquiries to respective salesman for his/her follow".

Intern 12 reported she had difficulty in establishing bonds with the company staff even though she agreed good relationship and regular communication were crucial in her workplace. She stated that the corporate culture of the internship workplace and the chance provided by on-site supervisors to meet other stakeholders were important. Intern 12 reported she only worked at a maximum of two days per week and the worst scenario was "the colleagues use jargon a lot during their communication and I can hardly join in their conversation". Another

problem she had encountered was "… for any job related issues they will prefer me to seek help from my supervisor and the feeling is not good".

The researcher observes all student interns recommended close contact with workplace stakeholders and smart interpersonal skills were essential. However, if they do not devote their time and energy to adapt to working environment; and to involve themselves into the training, it is of no help for them to use classroom learned knowledge and skills and apply in the internship.

Theme 4: Internship Programme Structure and Business Workplace Setting

As mentioned in Chapter 2, research findings affirmed structured internship was essential for student interns to gain practical experience effectively (Hauck et al. 2000; Danielson 2007; Magara et al. 2011). It is one of the objectives of this research to investigate if a well-structured internship programme a key factor that influences the application of classroom learned knowledge and skills in an internship setting.

The findings reflected that more than half of the student interns think that a structured internship programme can play a major role in determining the application of classroom knowledge and skills in internship. The nature of assigned tasks was also seen as a key driver to stimulate to knowledge transfer.

Student interns raised the following appeals:

1. A structured internship programme leads to better chance of classroom knowledge application.

Intern 2: "It is not the psychical setting that matters. It is the structure of internship programme and the nature of assigned tasks is most important to me to apply my previously learned knowledge".

Intern 3: "I believe a structured discipline related internship programme can definitely stimulate my classroom learned knowledge application".

Intern 6: "… an internship project should be a structured one whilst the contents are well designed. It should be better if formal selection procedures are conducted in order to identify the most appropriate applicant. In that way, student interns may have a better chance to be involved in the internship, resulting in stimulating them to transfer learned knowledge and skills and gain discipline related working experience".

2.   Relevant tasks and structural arrangements were anticipated learning. For instance, project based discipline related internship program with application of classroom knowledge and skills were seen as beneficial for the student interns.

Both respondents of case 4 shared their unhappy internship experience quoted that 'they are being treated as cheap labour'. They think their internship programme is not a planned one. It discouraged them from taking initiative to seek solution for problems and to apply learned from classroom to their internship learning.

Intern 8 reported that: "… student interns should be accommodated in a well-structured internship programme with assigned tasks not entirely of clerical nature. Besides, my

obligations and duties during the working experience should be clarified and explained in great details. I find myself in the dark working in a loose and unstructured programme."

3.   A reasonable duration and a project based internship programme should be liaised with sponsorship companies which will result in providing an appropriate environment for applying classroom knowledge into the workplace.

Intern 1 stated that: "… I joined the internship programme in two successive years. The reason is I find a 24-day internship learning insufficient for acquiring knowledge and practical experiencing. I think I am able to use my talent and to apply my knowledge and skills fully if I was being offered a project based internship setting with a longer duration, such as working for a full semester instead of 2 days per week for a maximum of 3 months".

In summary, student interns argued for the chance of a project based or discipline-related internship programme. As such they claimed it will be a waste of their time and effort with no self-development except for resume enhancement or if their internship training is totally on clerical assignments, loose arrangements, or on a non-continuous learning setting. These strong arguments from the respondents point to one possible solution which would be for both the education institute coordinator and the sponsoring employer to be co-designers for the structure of the internship programme including setting of the learning objectives, the specification of task assignments and the workable experiential duration.

Theme 5: Role of On-Site Supervisor

Student interns highlighted that the full involvement and encouragement of their on-site mentors are essential. A major part of their role is to provide clear instruction and explanation on their job duties. They expressed positive attitude toward the on-site supervisor and believed the style of their mentorship was most important. The ultimate goal is to guide them and engage them in applying classroom learned knowledge to internship learning.

The findings revealed that 2 respondents of case 3 were greatly disappointed as there was almost zero guidance from their on-site supervisor and their internship roles shift frequently.

The sharing of intern 9 reported that "I do not feel I am a part of any project. One day I am assigned to make photocopies and filing. An hour later, I am required to search market information with top urgency. Two hours later, my supervisor transfers me to work at the reception. Then, I am sitting in the office with nothing to do in the afternoon. The function and role of the on-site supervisor in our learning process is not effective".

Whilst all respondents mentioned the importance of having clear guideline and support from on-site supervisor, the frustration of intern 12 was best exemplified by an extract from her experience: "I have instructions from 4 different on-site mentors on my routine tasks. I am confused for I have to achieve different requirements from different supervisors".

Reflected by case 4 respondents "we find the participation of our on-site supervisor in facilitating our learning depends very much on how busy she is". They admitted that the full support of on-site supervisor and her encouragement are important. Intern 11 agreed if he

wanted to be successful in his task accomplishment he has to depend totally on the teaching, encouragement and timely feedback of his on-site supervisor.

Intern 11 reported: "I admit that the role of my on-site supervisor is important in guiding me throughout the entire learning process. Although I have no chance to apply my classroom learned knowledge, my supervisor encourages me to ask questions, demonstrates to me the proper working procedures such as the format of preparing a systematic excel document and the manner of answering customer enquiries".

Whilst the above negative reports by respondents were presented, some positive feedbacks were conveyed by case 1 student interns:

- … she teaches and guides us as a mentor. Provides us with market information and assistance. She is totally involved in our entire learning process … Intern 1.
- … we have a good mentor. She gives us a free hand for our development but advice and guidance is always there … Intern 2.
- … the role of on-site supervisor is to engage student interns in learning and to experience. Our supervisor does just that … Intern 3.
- … our supervisor gives us encouragement, full support and sharing with us her work experience … Intern 4.
- … I have to admit that the training and guiding of on-site supervisor are more important than theoretical practices … Intern 5.

Student interns want to have more chance for knowledge and self-development whilst more hands-on training is with of equal importance to them. The researcher concludes from the student interns' comments that they expect on-site supervisors to provide nurturing, teaching and learning opportunity to them. Student interns are not ready to work in a real business

environment, in particular for those with no working experience. On-site supervisors as nurturers are important to them. Student interns expect their on-site supervisors to act as teachers, to guide and to encourage them. The findings show that the sharing of valuable industrial information by supervisors for their personal enhancement is indispensable. At the same time, they expect their on-site supervisors to be always there for guidance and help. Lastly, student interns expect on-site supervisors to recognize their abilities and offer them chances use them to enhance their learning.

Thus, from the discussions of the student interns', they value the active participation of on-site supervisors; their training and feedback. Their existence and stimulation make a significant difference to student interns' performance.

4.6 Conclusion

The researcher analyzes the findings and it appears that the positive synergies effects is to relate assigned tasks with classroom learned knowledge and skills for student interns to bring out their talents and show their capabilities. The researcher observes if student interns can apply classroom learned knowledge it depends on the content, structure and types of tasks that are designed and offered to student interns in the internship.

Findings reflected, owing to unstructured internship programme and assigned jobs by on-site supervisors are not on project-based or discipline related it is in no situation for student interns to have classroom knowledge and skills application during their internship learning. The findings confirmed student interns who had completed formalized and structured

internship programme were with the highest satisfaction level with the knowledge acquisition and application.

The researcher finds there is a direct relationship between the participation of on-site supervisors in terms of productive guidance, support, encouragement and close relationship to the completion of assigned tasks with application of learned classroom knowledge.

The researcher suggests it is the attitude of student interns in pursuing the goal of participating internship programme, their willingness to work hard on transferring previous learned knowledge to internship or if they value the opportunity that offers. Student interns with low expectation or purposeless for the internship participation, their willingness to work and to accomplish assigned tasks by using classroom learned knowledge and skills are negative.

CHAPTER 5 DATA COLLECTION FROM ON-SITE SUPERVISORS

5.1 Introduction

In this chapter the researcher presented findings of the role of student interns in performing

their assigned tasks through the eyes of their on-site supervisors. The findings in Chapter four

reported student interns' perspective of how on-site supervisors shape their internship learning;

and how on-site supervisors and office co-workers facilitated their internship experience. The

synergy effect among combinations of internship programme structure, mentorship styles and

internship objective of student interns were also reported. Given the realization, this chapter

reports debates focusing on the objectives of student interns in joining the internship, their

working behavior, the way they handle problems and assigned tasks as well as their

performance based on the theory of Seltzer and Bentley (1999) that a creative

learner/progressive problem solver would creatively apply knowledge and skills to achieve

his/her goal. According to their theory, a progressive problem solver or creative learner has

four main characteristics, namely finding problems, transferring knowledge across contexts,

recognizing that learning is incremental and lastly focusing attention to achieve one's goal.

Based on this theoretical framework, the researcher analyzed on-site supervisors' views on

student interns' attitude and behavior and performance with a focus on the concept of

'creative learner/progressive problem solver'.

In an effort to examine the internship performance of individual student intern from the

perspective of on-site supervisors, this chapter seeks to examine four themes in respect to the

four characteristic of a creative learner/progressive problem solver based on Seltzer and

Bentley (1999): (1) the ability to shape the thinking and to focus the attention to pursuit goals,

(2) the ability to recognize that learning was incremental that involve making mistakes, confronting problems and experiencing them; (3) the ability to participate and transfer knowledge across different contexts; and (4) the ability to identify new problems, apply learned knowledge and identifying solution to the problems.

Recommendations from on-site supervisors if learned classroom knowledge and skills application existed in internship were collected. Specific attention was also given to on-site supervisors' reflections on their mentoring roles and the structure of an internship program to explore if interrelationships existed correspondingly. This interrelationship may affect the application of classroom learned knowledge and skills of student interns in an internship setting.

5.2 Examination of Student Interns as Creative Learners or Progressive Problem Solvers

Based on the theoretical framework of Seltzer and Bentley (1999) the researcher studied if student interns had positive attitude and working behavior to handle and accomplish assigned tasks to achieve personal goals. In addition, through the in-depth interview with five on-site supervisors the researcher tried to find out the readiness and working behavior as well as the capabilities of student interns to identify problems and come up with solutions. Seltzer and Bentley stated that "… it is an interaction between learners and their environment" (1999, p.25). So the researcher also aims to explore on-site supervisors' opinion on whether student interns were able to transfer learned knowledge and skills across contexts and if a business internship setting or a particular constructed working environment be provided to facilitate student interns on their learning and classroom knowledge and skills application. The

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researcher also aims to investigate the characteristics of student interns who would match the four characteristics of a progressive problem solver from the lens of their on-site mentors.

Theme 1: Goals, Learning Attitude and Work Behavior, and Attention to Pursuit Goals

<u>Goal of Internship Participation</u>

From the views of on-site supervisors of cases 2 to 4, the researcher discovered over half of student interns had no clear vision or specific idea for their participation and what they were looking for. Case 2 on-site supervisor 2 reflected "I realize my mentees do not study or try to understand the background and business nature of my company prior to the start of his internship. It seems to me that he has no preparation for the internship." Case 4 on-site supervisor 4 recalled one of his mentees simply replied "yes" with no idea what he will face when an internship programme was announced in class by the programme coordinator. Three on-site supervisors stated that the objectives of their mentees were to enhance their resumes, to experience the real business workplace environment or they thought it caused no harm to try. It is important to note that all respondents suggested it would be beneficial to student interns if they were well prepared for the experiential learning. The on-site supervisors reported the motivation for active participation during the experiential learning process derived from the goals of joining the internship programme. The underlying feelings and expectations of student interns need to be understood before their internship practice commences. The three on-site supervisors also believe a good performer delivered with confidence and knew all the details about where and what they are looking for. Case 1 on-site supervisor 1 agreed that the student interns' beliefs and expectation of how internship experience could help them to enhance their personal growth and to enrich their knowledge, had a great impact on their behavior and performance. She reported her mentees were always

active and willing to take on any opportunities to work and to learn. Her comments suggested that "… the core element is the self-recognition of student interns that they have to engage fully in the internship programme to accomplish assigned tasks and to get involved in resolving problems". She found her mentees were confident of their competences and they aimed to acquire marketing and business knowledge through the internship programme in addition to resume enhancement.

Learning Attitude and Working Behavior

On-site supervisors identified their mentees' learning attitude and behavior during internship in various ways. Key words or phases that most mentioned by respondents were responsibility, participation, hardworking, initiative, confidence, time management and social communication skills. Derived from the concept of the internship programme evaluation form and student self-assessment form (Beard 2007, pp. 214-219), a list of 14 learning traits were developed for the five respondents to reflect the learning style of their mentees Appendix 2 summarized the learning pattern and behaviour of the twelve student interns.

The majority of respondents reported that student interns were punctual with satisfactory attendance rate; Case 3 on-site supervisor 3 rated her 2 mentees as above average on time management. She mentioned "… to meet deadline is very important in the publishing industry in particular the completion of editing article on time for mass printing… my mentees managed to complete the assigned tasks within time limits". It is noted that most of student interns were willing to accept recommendations. Case 1 on-site supervisor 1 was happy to report that the majority of her student interns were willing to invest their time and energy fully in the assigned tasks and they were reliable. Conversely, two on-site supervisors thought their mentees were passive: Case 5 on-site supervisor 5 expressed his mentee took sick leaves

quite often and sometimes he considered the dependability of the student intern was unreliable. On-site supervisor 2 reported that his student intern was inactive to complete his assigned tasks. Let's turn to how student interns made judgment for various dynamic working circumstances. Most of the respondents reflected that their student interns were not up to their expectation, such as on-site supervisor 4 reflected one of his student interns hesitated to make progress of the task even though he had informed him that both options were fine with him. On-site supervisor 2 reported one of his mentees never prioritized his assigned tasks and he was depending on the suggestion of his on-site supervisor or his working partners.

On-site supervisors reported that some student interns performed well in the tasks or working area that they were interested in. On-site supervisor 2 stated "… I realize my mentee focuses much of his working time and energy on preparing event schedule and sending reminders to clients. Those are the tasks he is interested in. However, he will delay working on tasks he dislikes or tasks he lacks of confidence to do such as making cold calls". As per on-site supervisor 5, he felt that his mentee responds selectively to his assigned tasks. For example, the student intern would slow down and responded passively in carrying field survey for she felt embarrassed talking to strangers. However, she responded actively on preparing advertising schedule and searching competitor information on-line. From the reflection of respondents, the researcher found that the results were consistent with what on-site supervisors stated and that student interns acted positively and actively on assigned tasks they were interested in and that explained the reasons for performance variances.

The majority of on-site supervisors admitted that the nature of assigned tasks might be one of the factors that affecting the working behavior and attitude of student interns. For example, all case 1 student interns were willing to spend time and effort on searching market data,

preparing marketing and promotional plan, and arranging seminar and marketing event. All these tasks were related to their study discipline. Conversely, case 5 student intern had shown less interests and enthusiasm for clerical jobs such as data input. But she was devoted in assisting models in the advertisement shot. On-site supervisor 2 reflected that he would have his mentees participated more on marketing events if the entire internship was held on a designed project basis of longer duration.

Attention Focusing to Pursuit Goal

One of the characteristics of a creative learner is the capacity for one to focus his/her attention in pursuit of a goal. The researcher asked the respondents to share their views on the capacity and/or initiative of mentees' attention to pursuit their goals. Respondents believed the abilities and willingness for student interns to do so depend on how they perceived the importance of the internship experience. On-site supervisor 1 gave compliments to her student interns "I acknowledge the working attitude and behaviour of my mentees. They always take initiative to find solutions for problems and pay great attention to assigned tasks. They carry positive attitude and value the experiential learning opportunity and they share with me their goal is to be a marketer or set up their own business. They had high expectations from their mentor and from the internship learning". These findings indicated they were attentive and focusing in driving themselves toward their goal and to accomplish assigned tasks positively.

For on-site supervisors of cases 2 to 5, their responses are just the opposite. On-site supervisor 4 reflected "… one of my mentees tries to avoid tasks that he dislikes such as making cold calls, and I find his engagement is not focused and he behaves passively sometimes". They thought it depended on the readiness of student interns to pursuit their goals through the internship programme. From their observations, they can hardly feel their mentees have

focused attention to pursuit a goal in the internship. On-site supervisor 4 described it was obvious that the work quality of his mentees diminished when approaching the programme completion. They lack persistence. One of the most common phenomenons mentioned by the four respondents was the internship programme was held within semesters. Therefore, to most of them their focus was more on their school works.

Theme 2: Recognize that Learning was Incremental

Respondent of case 1 commented her mentees responded actively when tasks were assigned or when problems were encountered. She reflected mentees recognized learning was incremental. It is a process that allows mistakes and so they will not be afraid to admit errors. They treated each task and problem seriously. For example, they would formulate new question that for banner designed and the particular type of software required. They brought their own notebooks to work. When they encountered problem in preparation of an advertisement plan, they took initiative to seek help from their school tutor. On-site supervisor was highly appreciative of their work performance and their positive responses. They sought help from on-site supervisor only if they could not manage to find the solution and considered her as the last resort.

The two mentees in Case 4 behaved quite differently: one was passive and the other was active and ran away from the problems. According to their on-site supervisor 4 "it is great that one mentee takes my advice and suggested answer when unsolved problems were encountered. However, the other mentee was less attentive and avoided problems. For example, he kept silent during our discussion and he was unclear about his task when asked". He concluded that the possible explanation was they might have different objectives to pursuit

from the internship programme. He understood one mentee preferred to have his internship in a marketing or advertising workplace setting and did not take the internship seriously and was afraid to make mistakes.

Case 3 on-site supervisor 3 stated her mentees took initiative to suggest solution for problems. For example, they delivered documents to clients in person when they anticipated that time was insufficient to wait for the courier. Both respondents of case 2 and 5 concluded their mentees responded slowly when problems were encountered. For example, they waited for instructions from their on-site supervisors for direction, guidance and confirmation. Otherwise, they would run away from taking the responsibility. As reported in the previous chapter case 2 student intern always seek help from whomever sitting next to him for his assigned tasks. On-site supervisor 5 reported his mentee was lack of confidence and rarely gave her opinion or made decision.

From the interviews, all respondents shared a view that the disparate responses of student interns when problems were encountered depended very much on their objective of participating in the internship programme, their aim of achieving self-development and the recognition that learning was incremental through experiencing, i.e. by making mistakes, by confronting problems and then learned from their experience. The phenomenon that being reflected here is: one group of student interns were concluded as more active, creative and responsible problem solvers than the other group.

Theme 3: Ability to Participate and Transfer Knowledge across Different Contexts

On-site supervisors agreed it will be more beneficial if student interns were offered the opportunity to experience different type of workplace settings, or to work with different co-workers in diverse learning settings during their internship programme. On-site supervisor 3 believed "… work pressure definitely exists for student interns to face. Different working styles and regulations from different divisions, however, will reinforce their confidence and communication skills". On-site supervisor 1 also emphasized chances were given to student interns working in different departments such as the mentees had to work with property salesman in different branches once to twice per week to gather market information. They also needed to visit the branches in China once per month to share the market information with local property staff. All these activities aimed to expose them to different work environment and to interact with different stakeholders for self-enhancement. On-site supervisor 5 had arranged a student intern to work with the advertising division for 2 days for an advertisement shot task in helping model for accessories matching. He believed that was a good chance for the student intern to experience and learned across departments even though it was only for a short period of time. All on-site supervisors shared the concept that it was a good experiential learning design to offer student interns to work in different learning context in different working areas. As quoted by on-site supervisor 3 "I will definitely assign my mentees to work and experience in different divisions if their internship programme can be well structured with sufficient time for this kind of arrangements".

The researcher of this inquiry has made the following observations by consolidating the respondents' views in relating the chance of working across different contexts to knowledge application in the workplace:

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Observation 1:   Opportunity that offered for knowledge and skills application

It is argued by the on-site supervisors that the experiential training period, the structure of internship programme as well as the nature of the business limit the optimum conditions or opportunities they can provide for learning application of student interns.

Case 3 on-site supervisor 3 admitted that the nature of publication industry is seasonable. There were not many jobs/projects with various job contexts that could be offered to student interns during low season. The short duration of the internship programme was an issue for the mode of experience. On-site supervisor 2 shared that his clients had no patience and required instant feedback and consultation on their enquiries, so basic clerical tasks that focused only on one to two contexts were unavoidable for the non-continuous working pattern of the internship programme for his student interns. On-site supervisor 4 expressed "my mentees work twice per week. Unfortunately, the production nature in printing industry requires precise information and frequent contacts. Therefore, there were no diverse working contexts I can provide to student interns. Instead routine tasks such as photocopying, filing and document scanning become their major duties".

Respondents of two cases said they had tried to assign tasks relate to the study discipline of student interns. For example, on-site supervisor 1 asked her mentees to design a marketing/business plan while on-site supervisor 5 assigned his mentee to assist in a life advertisement production. Even so, in conclusion, all respondents agreed that it was risky to allow student interns to have direct contact with clients. They thought it was better and more appropriate for student interns to start their experiential learning with simple and basic clerical tasks. Working and learning in a progressive way would be to their advantage.

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Based on the above reflection from the on-site supervisors and the nature of assigned tasks to student interns (Table 6 of Chapter 4), the researcher has summarized the opportunities that were offered to student interns for learning and experiencing in the following contacts:

    a.   Followed up with customers' inquiries (e.g. appointment schedule, news announcement)

    b.   Assisted in organizing event, seminar and magazine printing

    c.   Searched and update information on-line

    d.   Performed clerical jobs (photocopying, filing, scanning)

    e.   Input data

    f.   Edited, translated and document contents checked up

    g.   Cold calls

    h.   Designed marketing/business plan, conducted survey, analyzed findings

The consolidation reflected there were limited types of tasks or discipline based projects that on-site supervisors could offer to student interns. As explained by on-site supervisors regular clerical tasks were unavoidable.

Observation 2:   Engagement of student interns with the assigned tasks and learning contexts

Some on-site supervisors identified the barriers for their mentees not to participate fully in different divisions such as lack of confidence. As in Case 5, the student intern had no confidence working alone in an event outside office and made frequent calls for confirmation and decision making; and was impatient in working on various learning contexts and dealing

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with different supervisory styles. Such as case 4 on-site supervisor 4 reported one of his student interns responded passively to unstructured tasks when he was asked to shift roles between different sections. He was happy to work on information searched on line, but was upset when working in the counter as a receptionist. Table 8 summarized the opportunities for experiential learning across different contexts.

Table 8: Opportunities for Experiential and Learning across Different Contexts

Case	Opportunity for Learning across Different Contexts
1	- Liaised with property salesmen in different branches - Investigated potential target customers - Organized seminar and event - Prepared research questionnaire - Conducted field survey and analyzed findings
2	- Searched information online - Follow up customers' inquiries - Assisted in organizing company activity - Photocopied and filing documents
3	- Followed up customers' inquiries - Photocopied and filing documents - Edited documents

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- Worked as receptionist at the counter
- Answered enquiry at the sale department
- Followed up customers' inquiries
- Photocopied and filing documents
- Conducted cold calls

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- Followed up customers' inquiries
- Photocopied and filing documents
- Searched information online
- Input data
- Assisted advertisement shooting

Reported by Case 4 on-site supervisor 4, his mentee was excited when he was offered the chance to make cold calls and he responded actively. Case 1 on-site supervisor 1 reflected her team was full of energy and willing to take the initiative to perform the assigned tasks. Case 5 on-site supervisors 5 reported "my mentee seldom takes the initiative to work on the assigned tasks. She makes no progression if I am absent from the office". Case 2 on-site supervisor 2 described his mentee never cross checked on the works such as the font size, calculations and spelling. A major unpleasant feeling from on-site supervisors was the inconsistent working behavior of their mentees. They enjoyed and were willing to spend time on organizing event but were indifferent for jobs like photocopying and checking documents. On-site supervisor 5 mentioned his mentee would take leaves with no particular reason.

The interview findings reveal that there is a relationship between the engagements of mentees and the nature of tasks that offer. The most obvious finding is the acknowledgement from case 1 on-site supervisor 1 to her mentees. They enjoyed and engaged fully with the assigned tasks that related to their disciplines as they worked on time with 100% attendance. Whilst the other

on-site supervisors reported their mentees showed no interests on clerical tasks such as photocopying, filing and scanning. They thought that these tasks had no value and were boring which result in low engagements. As in case 5, student interns took sick leaves very often. Respondents also stated their mentees expressed their assigned tasks were not related to any part of the company projects, of which they prefer to have some participations. All respondents raised a question about the confused or even incorrect concepts in the mind of student interns that basic clerical jobs were useless and could not offer them with solid positive learning outcomes.

Observation 3:   Ability of student interns in applying learned knowledge across contexts

As reported by on-site supervisors, the ability of student interns in applying learned knowledge and skills across contexts varied and was not promising in particular from comments in cases 2, 3 and 5 (which are shown in Table 9). In view of the 8 experience and learning contexts (p. 85), the researcher has consolidated the feedback of all respondents as follows:

Table 9: Ability to Apply Knowledge across Different Contexts

	Opportunities for learning and experiencing across contexts	Able to apply learned knowledge and skills	Case
a.	Followed up with customer's inquiries (e.g. appointment schedule, news announcement)	▪ Proper communication manner ▪ Systematic	2, 3, 4
b.	Assisted in organizing event, seminar and magazine printing	▪ Well-organized, systematic ▪ Computer literacy	1, 2, 4, 5
c.	Searched and updated information on-line	▪ Computer literacy ▪ Marketing concepts/theories	1, 2, 5
d.	Performed clerical jobs (photocopying, filing, scanning)	▪ Systematic	1, 2, 3, 4, 5
e.	Data input	▪ Computer literacy	3, 4, 5
f.	Edited, translated and checked document contents	▪ English ability ▪ Precision	2, 4
g.	Conducted cold calls	▪ Proper communication manner ▪ Marketing concepts	4
h.	Designed marketing/business plan, conducted survey, analyzed findings	▪ Marketing concepts /theories, research skills ▪ Computer literacy ▪ Presentation skills	1

The above consolidation reveals a consistent picture. It is noted that on-site supervisors spoke about the difference between offering student interns with a structured project-based internship programme and with a non-structured internship programme. It is obvious that

tasks that were assigned to mentees on project-based provided more opportunities for learning and experiencing across multiple contexts, which could contribute to application of classroom learned knowledge and skills such as marketing theories, business concepts; and research skills. Findings also showed that the application of learned knowledge and skills on assigned tasks for non-structured/ non-project based internship programme occurred at minimal for general skills such as the computer literacy.

For case 1, on-site supervisor 1 reported a high level of satisfaction with her student interns, and they have shown the ability to apply classroom learned knowledge such as marketing, advertising and business concepts, computer and presentation skills across different contexts. They enjoyed the challenge of working on a project which is related to their study discipline.

On the other hand, case 5 on-site supervisor expressed "… often the student intern come in once or twice per week, and, I cannot offer her tasks on project-based resulting in less chances for her to perform or learn across various contexts for there are not many tasks I can offer. What student intern actually needs is to participate in a longer-term structured internship programme". All the respondents also spoke about the willingness of student interns in engaging their time and efforts in the internship programme. They felt even there was a limited amount of non-discipline work is possible; it was nonetheless worthwhile for student interns to join the internship programme. If they were willing to participate, they could manage to retrieve their previous learned knowledge and skills and use them properly on every single assigned task.

Theme 4:   Responses of Student Interns when Encountering Problems and Identifying

Solution to Problems

How student interns behave when problems are encountered in the business workplace internship is a concern of the researcher of this inquiry. According to Seltzer and Bentley (1999), a creative learner or progressive problem solver should be able to define problem and to identify solutions. Thus it is critical if student interns can/will prepare themselves for identifying problems and come up with solutions by applying previously learned knowledge and skills to the problems. The interview findings show that there are five types of behavior when problems are encountered:

a.   Managed to take initiative to prevent problems before happening.

b.   Took a negative approach to confront problems.

c.   Played passive role when confronting problems.

d.   Acted as a follower depending on the input and contributions of team members.

e.   Ran away from the problem.

Responses to Encountering Problems and Identifying Solutions

In analyzing the role of work attitude and behavior of student interns when facing problems in the application of learned knowledge and skills for solving problems, the researcher has consolidated the findings in the Table 10:

Table 10: Ability to Apply Learned Knowledge and Skills to Resolve Problems

	Problem encountered during experiential and learning contexts	Solution initiated by student intern(s)	Application of learned knowledge and skills
Case 1	▪ No suitable software for the banner design ▪ No idea about the design of survey questionnaire ▪ No idea about how to write a marketing/business plan ▪ No software (SPSS) for data analysis ▪ No idea about marketing plan presentation in business	▪ Brought their own notebook to work ▪ Sought help from college tutor ▪ Cross checked course materials for reference ▪ Worked on college computer ▪ Sought help from college tutor ▪ Cross checked course materials for reference	▪ Nil ▪ Marketing and business concepts/theories ▪ English writing skills ▪ Presentation skills ▪ Marketing and business concepts/theories ▪ English writing skills ▪ Computer literacy ▪ Presentation skills
Case 2	▪ No idea on how to consolidate client information ▪ Not familiar with yahoo key word search ▪ Anxiety about the delay of meeting deadline	▪ Sought help from whoever he could approach ▪ No action taken, waiting for help from the team members	▪ Nil ▪ Nil
Case 3	▪ Anticipated insufficient time for document delivery	▪ Recommended to delivery in person	▪ Nil
Case 4	▪ No experience and idea on how to make cold calls	▪ Took initiative to ask questions, shared with supervisor and took recommendations	▪ Customer services ▪ Negotiation skills
Case 5	▪ No experience and idea about life advertisement shooting and preparation of costumes for model	▪ No confidence, called the office frequently for help	▪ Nil

The researcher finds that regardless of the degree of self-involvement and engagement of student interns, the ability to apply learned knowledge to resolve problems are related to the nature of the assigned tasks. It is shown that no learned knowledge applications are required when problems were encountered for cases 2, 3 and 5. It also shows that the opportunity to make use of learned knowledge and skills in business workplace occurred in cases 1 and 4, of which the nature of their assigned tasks are more discipline specialized and can be considered as a part of the company's project or plan.

5.3 Role of On-site Supervisors

During the interview, the researcher provided all respondents with an opportunity to present openly fundamental issues about the role and mentorship style of on-site supervisor; the philosophy of mentoring and the way in which supervision was delivered in facilitating student interns' learning during the internship programme. The interview results reflected that the on-site supervisors believed they should focus on working closely with education institution on the design of a structured internship programme, to develop guidelines for student interns in achieving the project outcomes and to design the assessment criteria and format for the internship programme. To summarize all respondents agreed that a successful internship programme requires agreement and understanding between education institution and sponsoring company. A structured formal programme of reasonable duration is important for a successful internship experience.

Role of On-site Supervisors: Structure of Internship Programme

Case 3 on-site supervisor 3 stated "… to have a structured and comprehensive internship programme established before internship kickoff is essential. I am sure a well designed

experiential training programme with a longer duration (the existing one only lasted for a maximum of 59 calendar days), I can be able to tailor-make an internship programme for my mentees on project-based assignment". Case 1 on-site supervisor 1 mentioned "… a briefing section conducted by the education institute to educate student interns to understand the objectives of participating in the programme is necessary. Besides, it is important to let the on-site supervisors know more about the character individual student intern for the preparation and the allocation of task assignments. I believe student interns can better transfer their learned knowledge and skills to the internship environment if that could be achieved".

The interviews also reflected both the full support from the education institution, the frequent communication between designated persons and the preparation to enhance the readiness of student interns would definitely impact on the outcome of the programme. Case 5 on-site supervisor 5 commented that a training course or workshops on personal development, working attitude, social skills and dress code in workplace etc. should be delivered to student interns before they started their internship learning. Regarding the assessment mechanism, all respondents agreed that clear, precise and consistent assessment criteria should be developed; and they need to be involved in every single stage from the design to the evaluation of the entire internship programme. As agreed by Case 2 on-site supervisor 2 "… by doing that, student interns are required to transfer their classroom knowledge to the internship setting which will result in a win-win situation for both student interns and the sponsoring company".

The researcher concludes from the findings that attention should be paid to:
1. the preparedness of internship programme;
2. the close and frequent communication among stakeholders;

3. the design of a structured project-based experiential programme which including detailed evaluation criteria and assessment template; and

4. the provision of the amount of relevant updated information such as the curriculum of the programme and the characteristics of individual student intern.

In order to have an effective and structured internship programme, the academic coordinator plays an important role. Externally he/she has to establish links with a wide range of employers and to liaise with them about their role and involvement. The programme should be designed to leverage the learned knowledge of students and the allocation of company resources. Internally he/she has to involve students in attending workshops, seminars and prepare them before their workplace participation, as well as to monitor them during the internship. Frequent contact with regular formal meetings between academic coordinator and on-site supervisor is a must and follow up actions are necessary to ensure the internship programme is educative to students to enhance their knowledge and experience.

Role and Mentorship Style of On-site Supervisors

All five respondents believed that a qualified on-site supervisor should have the attributes of a supportive attitude, and willingness to offer encouragement and provide frequent feedbacks. Their role is to enhance the engagement of student interns during their internship learning. In conclusion the roles of on-site supervisors should include:

a. To facilitate student interns' learning;

b. To provide timely and constructive feedback;

c. To examine and to explore issues of concern about student interns; and

d. To support and to encourage.

Case 3 on-site supervisor 3 stated the roles of on-site supervisor are to offer student interns the best tasks for them to learn and experience. It should be systematic and pragmatic aiming at allowing student interns to be able to engage fully to achieve the learning outcomes. The idea is echoed by Case 4 on-site supervisor 4 "… my mentorship style is to offer invisible hands with minimal interruption but greatest support".

The researcher concludes that the contribution of on-site supervisor should consist of:
1. providing learning opportunities;
2. offering various learning contexts;
3. guiding student interns to achieve the goal of acquiring workplace knowledge and experience;
4. providing learning platform for student interns' self-development; and
5. giving them timely and professional advice.

In order to offer student interns opportunities to apply their previously learned knowledge and skills in the internship environment for knowledge acquisition and experience, the full participation of on-site supervisors with a close working relationship with student interns is the core requirement in a successful internship experience.

5.4 Conclusion

The researcher finds that regarding the capacity of student intern in pursuit a goal or the intention to search out internship experiences, all respondents expressed a positive attitude toward the capabilities of their mentees; but they believed and shared that the beliefs of student interns on the benefits of internship experience; and what they are aiming for will

influence their focus, attention and working behavior during their internship.

One result is concluded from all on-site supervisors that student interns have internalized a view of proper mentoring, teaching and coaching styles of their mentors. The researcher believes it is the role of internship program coordinator to share with on-site supervisor in order to increase the effective of their learning.

One of the major situations that arise according to the reflections of the on-site respondents was the unnecessary of classroom learned knowledge application owing to the nature of the assigned tasks.

The researcher realizes there is one common conclusion for all respondents, they described student interns showed their abilities in applying learned computer skills into the assigned tasks such as searching of relevant information online, uploading files and updating company webpage, and those jobs were not a project-based learning programme. The research reports on-site supervisors revealed that in order to have student interns to apply classroom knowledge and skills in their internship, they needed to offer them a discipline related project-based task.

Lastly, all respondents agreed it was difficult for their mentees to transform classroom learned knowledge into workplace environment under an unstructured internship programme. Instead they believed a well design and a structured programme with clear learning objective and precise assessment criteria incorporated with encouragement and guidance from on-site supervisor, all these should definitely stimulate student interns in applying their learned knowledge and skills in internship.

CHAPTER 6 DISCUSSION OF RESEARCH FINDINGS IN RESPONSE TO RESEAERCH QUESTIONS

6.1 Response to Research Questions

6.1.1   Research Question (1)

Question (1): How would the objective(s) of student interns in joining internship programme influence their working attitude and behavior in accomplishing assigned tasks by recalling and applying classroom learned knowledge and skills?

The case study findings identify 3 observations relating to the objective of internship participation and learned knowledge and skill application of student interns. There is evidence that the application of learned knowledge and skills in the business internship workplace occurred when there is congruence of objectives between student interns motives to join with those of the benefits student interns expected to have from the internship opportunities and experiences.

1.   Student interns with objectives to seek learning opportunity, regarding internship as a tool for self-development or testing on one's own competence. They were reported with good performance and with positive and active working attitude. They would recall and apply what they had learned in classroom for the accomplishment of their assigned tasks and looking for high quality works. They also received compliments from their on-site supervisors.

2.   There is significant difference in the internship performance of student interns who considered their internship participation was shaped by curiosity, influenced by peer

group and to enhance resume with those student interns mentioned in item 1. They concerned about the benefits they could receive from the internship and their learning were passive. Reflections from their on-site supervisors showed that their performance was not up to expectation. Some student interns would avoid making decision or willing to seek solutions to complete the assigned tasks. This group of respondents reported there was no application of learned knowledge in their internship.

3.   The findings show it was the attitude of student interns in pursuing the goal of participating internship programme and their willingness to work hard on searching classroom learned knowledge and skills and apply to the internship. If they valued the opportunities that offer, they would invest their time, energy and effort to recall their classroom learned knowledge and skills to complete assigned tasks successfully.

6.1.2   Research Question (2)

Question (2):   Do student interns in a business internship workplace setting realize the needs and the usefulness of classroom learned knowledge application in order to accomplish assigned tasks?

The case study findings revealed 3 facts observations relating to the application of classroom learned knowledge and skills in internship for the completion of assigned tasks.

1.   There is evidence of realization of the needs and usefulness of learned knowledge and skills by student interns, in particular for case 1 respondents, in order to complete the assigned tasks. They had greater realization in comparison with the other 4 cases

because firstly, their assigned tasks required them to use classroom learned knowledge and concepts; and secondly, their on-site supervisor encouraged them to recall classroom learned knowledge and apply them if necessary.

2.   There is a significant difference in the realization of the needs and usefulness of classroom learned knowledge between case 1 and cases 2 to 4. The recall or use of classroom learned knowledge did not apply as strongly as it was for student interns of case 1.

3.   The classroom learned knowledge and skills did not add value to the task performance in cases 2 to 4 as reported by student interns. Their on-site supervisors admitted that there were not many chances for their mentees to apply what they had learned in school in the task achievement.

6.1.3   Research Question (3)

Question (3):   How does the structure of internship programme, the pattern and design of assigned tasks provide opportunities for student interns to apply classroom knowledge and skills or being required by on-site supervisors?

From the research findings it is observed that the other factor in influencing the application of classroom knowledge and skills is the structure of internship programme. The design of an internship programme determines the nature and classification of tasks that were assigned to student interns that in turn affected the opportunity of knowledge and skills application. The

findings revealed 3 observations relating to internship programme structure to classroom knowledge application.

1. Case 1 student interns who were learning and experiencing on a project based and discipline-related internship programme were able to meet on-site supervisor's expectation and achieve good performance. They were using classroom learned knowledge and skills in their jobs.

2. Case 2 to 4 respondents reported there would be no self-enhancement if their workplace practices focused solely on clerical tasks with loose arrangement between the placing institute and sponsoring employer under a non-continuous learning setting.

3. From all on-site supervisors' feedback that a well-designed training programme on project-based was important and could absolutely help student interns in applying classroom knowledge and skills. As a result, student interns' self-confidence would be enhanced when assigned tasks were done successfully especially for tasks they were familiar with, such as the design of a marketing promotional plan in case 1 and assisted in organizing and scheduling event in case 2.

6.1.4 Research Question (4)

Question (4): Will student interns be encouraged to draw conclusion to problems by applying classroom learned knowledge and skills and to accomplish assigned tasks for self-enhancement?

The findings led to 3 observations relating to student interns who are active problem solvers by identifying new problems, recalling learned knowledge and applying them for problem solving.

1. Student interns who valued and tried hard to participate in internship learning performed the best and were classified as progressive problem solvers by on-site supervisors. They tried to recall what were learned in classroom and applied them to the internship workplace situation.

2. There is a significant difference in the working behaviour, degree of readiness to learn and perform, the utilization and application of classroom learned knowledge for student interns who recognized that learning is incremental and involves making mistakes and the capacity to focus one's attention in pursuit of a goal from those who do not. The former group had a positive work attitude and they were progressive problem solvers to apply learned knowledge to solve problems whilst the latter group is passive.

3. Four on-site supervisors reported that student interns showed great interest in tasks related to their study disciplines, and they had 100% attendance. In general, they were active, dependable and were willing to face problems by seeking solutions from class knowledge or supervisor's advice.

6.1.5   Research Question (5)

Question (5): What roles do on-site supervisors play in directing, guiding and stimulating student interns to recollect classroom learned knowledge and skills for tasks accomplishment and problem solving?

The findings revealed 2 observations relating to the role of on-site supervisor and student interns' knowledge application for tasks completion and problem solving.

1.   Without guidelines from on-site supervisor, and full understanding of the tasks nature, it was not easy for student interns to move forward to learn or to transfer classroom knowledge to the workplace.

2.   A structured internship programme with on-site supervisor in facilitating student interns' learning and in encouraging their engagement in the workplace resulted in good performance. Student interns were willing to undertake assigned tasks with as much responsibility as possible and engage and fully in accomplishing tasks and build connections in the workplace. Besides, they performed productively.

CHAPTER 7 CONCLUSIONS AND IMPLICATIONS

7.1 Introduction

Helyer (2011) in his article criticized knowledge was conveyed in classroom setting with a pre-designed timetabling and students were assessed traditionally by coursework and/or examination, and urged education has to jump out from the rigid traditional boundaries. The idea that classroom knowledge and skills with practical learning are important and can equip students/graduates for their workplace competitiveness has been perpetuated among education policymakers, higher education institutes, industrial practitioners and students. As discussed in Chapter 2, the triangular internship beneficial relationship and concepts of 'internship' and 'transferable knowledge and skills' were highlighted. However, findings from this research inquiry suggested that the cause and effect relationship is not a linear line. It can be concluded that if classroom learned knowledge and skills are not transferred to a business internship setting due to an unstructured internship programme, unreadiness of student interns, unclear role of mentors, the traditional concepts of "internship=classroom knowledge and skill transfer = experiential learning" are not suggested by the findings of this research inquiry. The findings enlighten stakeholders to reconsider the actual benefits of internships and the conventional assumptions on the benefits of internship programme.

7.2 Concluding Remarks

The aim of this research is to identify if application of classroom learned knowledge and skills of business student interns exist in an internship workplace setting. The principal theme of this research inquiry has been to examine the benefits and learning experience which

undergraduates might reasonably expect to gain from the internship participation. This chapter concludes and reflects the research findings that discussed in Chapters 4 and 5. By reference to the theory of Seltzer and Bentley (1999) based on the case study phenomenological method, the conclusion addresses the limitations of this study and identifies the main contributions of this research as well as recommendations for education institutes, student interns, and sponsoring companies. Future research direction is also suggested.

7.3 Suggestion to Address the Limitations of this Study

The limitations of this research inquiry are firstly, it is a relatively small sample because of the low participation in the internship programme due to low enrollment rates of students. Secondly, the study was conducted based on the feedback of the business programme only.

The first internship programme was launched in 2011. Only the business division showed interest in it and at that time and there was limited connection to sponsoring organizations. As a result, students did not actively participate in the internship programme. Only 12 business students joined the experiential programme of which only 5 companies signed up on the internship scheme as the sponsorship employer. The internship programme was non-credit bearing and operated on an optional basis which caused additional impact onto the low response rate.

To address the limitations it is suggested to:

1. Enlarge the sample size by carrying out research of using samples outside Hong Kong from other countries.

It is suggested that future research should be conducted using a larger sample size by adopting both qualitative and quantitative approaches. One suggestion would be to compare internship experience between Western and/or among other Asian countries. The findings of this exploratory could be a good reference for future research. Different internship programmes in other countries may have different structures; different internship duration. A more effective selection procedure of interns may result in better opportunity for knowledge and skill application, and thus a more positive internship experience with learned knowledge transfer in an internship setting.

2. Involve cases of other disciplines such as Accounting, Computing, Tourism and Event Management programmes across different disciplines from different institutions

It is suggested to explore the characteristics of programme disciplines' impact on the knowledge and skills application during internship learning. If the subjects are not within the same institution or discipline, it may shed some lights on how learning, knowledge and skill application take place in internships within different disciplines from different institutions.

In this research, the findings concluded that there is a relationship among the structured of internship programme, the mentorship style of on-site supervisors and the learning goals of interns with the application of knowledge and skills in internship workplace. If views from intern respondents from different disciplines can be collected and analyzed in the future, comparative studies can be conducted and influential factors on learned knowledge and skills transfer during internships can be identified.

7.4 Contributions to Professional Practice

This research makes several important contributions to the understanding of the practical aspects of the structure of academic programme of education institute, the role of on-site supervisors of sponsoring company, and the guidance of student interns in the triangular coordination of the 3 relevant parties in internship placements.

7.4.1   Recommendations to Education Institute

The findings report there is a link between academic course structure and curriculum and the practical needs of the business environment. As stated by Lundsteen "… it will seem reasonable to argue that making sure student interns learn from their internships may prepare them for graduate employment and makes them more successful workers" (2011, p. 25). In fact what are required and expected by on-site supervisors from their student interns are exactly the knowledge and skills and graduate attributes that required by employers. Since in half of the cases student interns found their academic knowledge and skills were not adequate for them to perform well in the internship workplace. The education institute has to modify course curriculum and programme learning outcomes to better prepare student interns for internships as well as future employment. The programme should be more practical by embedding vocational modules such as computer hand-on literacy, negotiation skills, business concepts and case sharing, and to nurture students to bring creative ideas and skills into the firm. Less practical modules such as programming, computing model, computing data management as quoted by Case 4 student intern 10 have to be replaced by more practical contents. Besides, as emphasized by Case 1 student intern 7 "… information search skills that I learned from workshops are more practical and useful than all three computer modules were

taught in class". In reality, software application skills are most preferable. The programme curriculum should be modified to strike a balance between theories and practical learning. The researcher therefore recommends the enhancement of teaching methods by using role-plays, case studies, field trips, and video-recording to share the presentation skills of students. Besides, it is highly recommended to arrange seminars or workshop conducted by industrial practitioners. In order to enrich the experience, knowledge and exposure of students, the researcher suggests arranging company visits for students during their studies.

7.4.2   Recommendations to On-site Supervisor

The research findings show the learning atmosphere in case 1 was good because the involvement of student interns was high in the internship workplace, mainly because their mentor provided detailed and clear instructions to them. The on-site supervisor also conducted briefing and debriefing on a daily basis. Besides, she also placed them in different projects that were related to their learned knowledge and skills. She expected they would transfer their classroom learned knowledge either simple or complex tasks, ranging searching market information online to planning promotional and marketing proposals during internship. They were guided to make judgment, to make decision to complete their assigned tasks. Case 1 student intern 1 reflected his mentor was totally involved in the entire learning process. The mentees reported that they appreciate opportunities were given for their classroom learned knowledge application under the on-site supervisor's close supervision. The thought that the knowhow of questionnaire design, the concept, and critical thinking required for composing business proposal and the skills in conducting field survey were good examples of knowledge transfer that took place.

The researcher recommends to on-site supervisors based on the research findings are: firstly to identify a clear mentor's role on a well prepared and organized internship project; secondly, to have an understanding of the objectives of the internship programme; and thirdly to give clear instruction and appropriate supervisory supports to their mentees.

An understanding of the objectives of the internship placement and a positive attitude can help student interns to access knowledge and learn from the internship workplace.

7.4.3　　Recommendations to Student Interns

The researcher recognizes from the findings that there are multiple objectives for student interns in joining the internship programme. These include objectives such as to learn from and experience about the industry; to prepare themselves for a certain type of job; to enhance their resume; and to expand their connections in the industry. However, the researcher recommends student interns have to prepare themselves and understand their learning objective and mission before joining the internship programme, disregarding the external uncontrollable factors such as the structure of the internship programme or the supports and mentoring style of the on-site supervisors etc.

As reflect by supervisors, it takes time for student interns to adapt to new workplace environment, in particular for those with zero working experience; it is difficult for them to utilize the workplace tools and at the same time to bring knowledge from their academic studies within a short period of internship practice. The researcher agrees and comments student interns to be active, but not waiting; the more involvements the more they get

inspiration and the best they can access and apply knowledge and learn from the internship workplace, the obvious successful evidence is from the reflection of case 1 respondents.

7.4.4   Recommendations to Administration

It is a challenge to both the education institute and the sponsoring companies in the planning of a value-added internship programme, in order to achieve the aim of building experiences on top of classroom learning by providing a path to student interns to increase their competencies. The results show that in order to have student interns perform well in the internship workplace and applied learned knowledge and skill appropriately, two important factors must be considered. The first factor is of academic nature and the second one is about the workplace. The former one includes an effective administration support, a comprehensive and practical programme curriculum, a tailor-make internship framework, and an appropriate assessment evaluation of student interns. For the sponsoring companies, student intern orientation, task instruction and briefing, mentor supervision, a nurturing internship programme which allows learning exists across different contexts are all critical in determining the success of the internship programme.

The researcher concludes a close working relationship among education institutions, sponsoring employers, on-site supervisors and student interns are necessary to facilitate effective application of classroom learned knowledge and skills in internship setting.

7.4.5 Recommendations for Future Research

The researcher recommends future research in the following areas:

1. To explore the relationship between internship participants and academic performance. The research will be focused on the academic performance of student who returns back to school after internship.

2. To use cases of other disciplines so that findings can compare with the present studies that was conducted on cases of business student interns.

3. To carry out research by using samples from other countries and to compare internship experience in Western countries.

4. To conduct future research by using a larger sample size with a qualitative approach.

APPENDIX 1

Summary of Programme Module Learning Outcomes

<table>
<tr><td colspan="2"><u>**Common Modules**</u>
Business Studies (6 modules)</td></tr>
<tr><td></td><td><u>**Knowledge and Skills Learned in Classroom**</u></td></tr>
<tr><td>**Business Statistics**</td><td>

- use statistical techniques to collect and analyze data;
- produce forecasts based on formalized procedures; and
- apply quantitative techniques to business situations
</td></tr>
<tr><td>**Human Resources Management**</td><td>

- understand the principles and practices of HRM
- appreciate the functions of HRM and its role in the organization; and
- prepare for the challenges of HRM in the real world
</td></tr>
<tr><td>**Introduction to Management**</td><td>

- describe the basic management functions and skills need by a manager;
- describe the management process; describe the different views of managerial ethics and
- factors affect managerial ethics;
- understand the process of decision making; the process of planning and strategic management; and
- demonstrate effective communication skills
</td></tr>
<tr><td>**Negotiation Skills**</td><td>

- understand the nature of negotiation;
- develop strategies and tactics for achieving a successful negotiation;
- understand the ethics on negotiation; and
- understand cross-cultural negotiation differences
</td></tr>
<tr><td>**Principles of Accounting**</td><td>

- describe the role of financial accounting and reporting
- understand the regulatory framework of accounting
- explain the basic accounting concepts and principles
- record transactions under the double entry accounting system
- apply appropriate accounting treatments on assets,
</td></tr>
</table>

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	• liabilities, capital, revenue and expenses
Principles of Marketing	• understand the basic concepts of marketing and the marketing process;
	• know the methods of analyzing market environment;
	• explain the steps of target marketing; and
	• identify different market tools and apply them to
	• optimize demand for products and services

<u>**Common Modules**</u>	
Computer Studies (3 modules)	
	<u>**Knowledge and Skills Learned in Classroom**</u>
Computing for Business	• evaluate performance of a selected computer system;
	• upgrade a computer system;
	• understand some of the security and legal issues associated with computers; use personal computer;
	• use communication software on a personal computer to send and receive Email; and
	• be able to input Chinese characters; use word processing application software; spreadsheet and presentation application on a personal computer
Computer Data Management	• explain the advantages and disadvantages of DBMSs;
	• alternative DBMS architectures, in particular;
	• specify a database model (e.g., ER model, relational model, object model) given a description of the information system needs of an organization;
	• specify a database model so that it is consistent with 4th normal form;
	• use relational algebra to specify database queries;
	• use SQL to specify a database schema, and retrieve and update data;
	• develop a business information system that uses a DBMS
Management Information System	• understand the relationships among management, information and understand how hardware, software, data, people, and procedures are combined to form an

	information system;
	• understand how information technology can be used by a business organization to gain a competitive advantage;
	• understand the evolution of computer-based information systems;
	• understanding of the needs for and roles of management information systems (MIS) within business organizations;
	• an awareness of critical issues faced by the MIS profession, including international information flow, legal and ethical issues of information usage, and security and privacy of data resources; and
	• basic skills for interacting with single multi-user information system

Common Modules

Language and General Education

(2 modules)

	Knowledge and Skills Learned in Classroom
Brighter English	• understand and use certain language expressions for commonplace conversation;
	• comprehend a range of less complicated texts;
	• use appropriate words to suit a range of register requirements;
	• use language to express factual information, opinions and attitude
General Putonghua	• understand and use Putonghua expressions for commonplace conversation; comprehend a range of fairly complicated texts;
	• use some complex language structures to express factual information, opinions and attitudes; and
	• communicate with reasonable ease in academic and
	• practical scenarios

Common Modules Discipline Skills (Marketing 5 modules)	
	Knowledge and Skills Learned in Classroom
Advertising and Promotion Management	• understand the nature, role and importance of advertising and other key promotional tools; • understand the most updated advertising and promotion practice; and • understand how to design effective advertising promotion programs
Marketing Research	• understand the basic marketing research process and its underlying concepts; • conduct simple marketing research projects; • read common marketing research reports
Personal Selling and Sales Management	• establish, maintain, enhance customer relations; • develop professional personal selling skills; and • understand the basic concepts and process of sales management
Retailing and Service Marketing	• understand the variables that affect the retail operation; • manage the marketing mix to enhance the image; • identify the differences between services and goods in terms of marketing; • understand the implications of customers' expectations and perceptions in service marketing; and manage and measure the service quality
Strategic Marketing	• synthesize the analytic approaches and management strategies for local and global marketing; • understand the industry structure and competitive position in developing local and global strategies; and • assess or justify the appropriateness of a marketing strategy

APPENDIX 2

Learning Pattern and Behaviour of the Twelve Student Interns

Student Intern 1

Learning Style of Student Intern	On-site Supervisor 1 Feedback
Responsibilities	Responsible, outstanding
Time and energy investment	Fully participated, willing to work overtime and devote extra time and energy to accomplish tasks
Independency	Fully independent with minimal supervision
Dependability	Fully reliable
Initiative	Always took initiative to accomplish tasks
Judgment	Outstanding
Maturity	Above average
Confidence	Above average
Time management	Above average
Risk management	Above average
Social skills	Excellent
Acceptance of recommendations	Willing to accept criticism
Task performance	Performance with good quality, above standard
Attendance	100% and punctual

Student Intern 2

Learning Style of Student Intern	On-site Supervisor 1 Feedback
Responsibilities	Responsible
Time and energy investment	Fully participated, willing to devote time and energy to accomplish tasks
Independency	Independent with minimal supervision
Dependability	Fully reliable
Initiative	Average
Judgment	N/A
Maturity	Above average
Confidence	Average
Time management	Average
Risk management	Average
Social skills	Average
Acceptance of recommendations	Willing to accept criticism
Task performance	Good quality
Attendance	100% and punctual

Student Intern 3

Learning Style of Student Intern	On-site Supervisor 1 Feedback
Responsibilities	Average
Time and energy investment	Good time management
Independency	Average independency
Dependability	Average
Initiative	Passive
Judgment	N/A
Maturity	Above average
Confidence	Average
Time management	Above average
Risk management	Average
Social skills	Below average
Acceptance of recommendations	Willing to accept criticism
Task performance	Standard
Attendance	100% and punctual

Student Intern 4

Learning Style of Student Intern	On-site Supervisor 1 Feedback
Responsibilities	Responsible person
Time and energy investment	Fully participated, willing to work overtime and devoted time and energy to accomplish tasks
Independency	Below average
Dependability	Full reliable
Initiative	Very passive
Judgment	Poor
Maturity	Below average
Confidence	Below average
Time management	Average
Risk management	Poor
Social skills	Poor
Acceptance of recommendations	Willing to accept criticism
Task performance	Average
Attendance	100% and punctual

Student Intern 5

Learning Style of Student Intern	On-site Supervisor 1 Feedback
Responsibilities	Average
Time and energy investment	Fair time and energy investment were used to accomplish tasks
Independency	Average level of independency
Dependability	Average
Initiative	No initiative was take to accomplish tasks
Judgment	N/A
Maturity	Above average
Confidence	Above average
Time management	Average
Risk management	Average
Social skills	Poor
Acceptance of recommendations	Willing to accept criticism
Task performance	Good quality, above standard
Attendance	100% and punctual

Student Intern 6

Learning Style of Student Intern	On-site Supervisor 2 Feedback
Responsibilities	Average in diligence
Time and energy investment	Willing to spend time and energy to accomplish task
Independency	Not independent
Dependability	Sometimes careless
Initiative	Very passive
Judgment	Poor
Maturity	With low self assertion
Confidence	Below average
Time management	Average
Risk management	Average
Social skills	Very poor
Acceptance of recommendations	Willing to accept criticism
Task performance	Below average
Attendance	100% and punctual

Student Intern 7

Learning Style of Student Interns	On-site Supervisor 1 Feedback
Responsibilities	Responsible
Time and energy investment	Average participation
Independency	Not independent
Dependability	Average
Initiative	Very passive
Judgment	Poor
Maturity	Below average
Confidence	Average
Time management	Average
Risk management	Below average
Social skills	Fair
Acceptance of recommendations	Will accept criticism
Task performance	Average
Attendance	Average

Student Intern 8

Learning Style of Student Intern	On-site Supervisor 3 Feedback
Responsibilities	Responsible, outstanding
Time and energy investment	Fully participated, willing to work overtime and devoted time and energy to accomplish tasks
Independency	Above average
Dependability	Fully reliable
Initiative	Did all the assigned tasks
Judgment	Above average
Maturity	Average
Confidence	Above average
Time management	Above average
Risk management	Average
Social skills	Good
Acceptance of recommendations	Willing to accept criticism
Task performance	Good quality, above standard
Attendance	100% and punctual

Student Intern 9

Learning Style of Student Intern	On-site Supervisor 3 Feedback
Responsibilities	Responsible, outstanding
Time and energy investment	Fully participated, willing to work overtime and devoted time and energy to accomplish tasks
Independency	Above average
Dependability	Fully reliable
Initiative	Did all the assigned tasks
Judgment	Above average
Maturity	Average
Confidence	Above average
Time management	Above average
Risk management	Average
Social skills	Good
Acceptance of recommendations	Willing to accept criticism
Task performance	Good quality, above standard
Attendance	Irregular but punctual

Student Intern 10

Learning Style of Student Intern	On-site Supervisor 4 Feedback
Responsibilities	Responsible
Time and energy investment	Fully participated, willing to work overtime and devoted time and energy to accomplish tasks
Independency	Fully independence with minimal supervision
Dependability	Reliable
Initiative	Took initiative to accomplish tasks
Judgment	Above average
Maturity	Above average
Confidence	Above average
Time management	Above average
Risk management	Average
Social skills	Good
Acceptance of recommendations	Willing to accept criticism
Task performance	Good quality, above standard
Attendance	100%

Student Intern 11

Learning Style of Student Intern	On-site Supervisor 11 Feedback
Responsibilities	Below average in diligence and interest
Time and energy investment	Below average participation
Independency	Average
Dependability	Average
Initiative	Very passive
Judgment	No decision making
Maturity	Average
Confidence	Average
Time management	Below average
Risk management	N/A
Social skills	Average
Acceptance of recommendations	Willing to accept criticism
Task performance	Average with normal quantity
Attendance	Irregular

Student Intern 12

Learning Style of Student Intern	On-site Supervisor 12 Feedback
Responsibilities	Responsible, average
Time and energy investment	Will invest time and energy to accomplish tasks
Independency	Below average and require fully supervision
Dependability	Sometimes unreliable and careless
Initiative	Very passive
Judgment	Poor
Maturity	Below average
Confidence	Poor
Time management	Below average
Risk management	Poor
Social skills	Below average
Acceptance of recommendations	Willing to accept criticism
Task performance	Average
Attendance	Below average

Student Intern Interview Transcript

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<u>**Student Intern 1**</u>

Interview Date   1 Sep, 2014

Interview Venue   Campus (classroom 45)

Interviewer   Programme Coordinator

Demographic background

Programme	Higher Diploma in Business Administration (Marketing)
Gender	Male
Age	21
Working Experience	Sales in retailing store (1 & 1/2 years)

Interview Setting   Respondent was given with a brief profile of all the modules they had studied and the 5 academic knowledge/skills categories of Floyd and Gordon (1998)

<u>**Interview:**</u>

Interviewer: (1) Please share what is your objective in joining the internship programme?

Interviewee: I joined the internship programme in two successive years. The reason is I find 24 days internship learning insufficient for acquiring knowledge and practical experiencing. I think I am able to use my talent and to apply my knowledge and skills fully if I were being offered a project based internship setting with a longer duration, such as working for a full semester instead of 2 days per week for a maximum of 3 months. The reason for my participation in the internship programme is to see if I have the attributes as a marketer and I take the active role for this activity.

Interviewer: (2) Can you recall what you have learnt during your studies (with the module brief given)? (Appendix 1)

Interviewee: I remember that in the first year, I learn basic knowledge and theories of economics, accounting and human resources management. Frankly I am confused during that year as I study science subjects in high school. I also learn the basic computer skills however, from my perspective they are elementary level and a piece of cake to me. For modules

Computer Data Management and Management Information System the knowledge are too 'hardware' approach and I find them boring and I always wondering how we are managed to apply them or need them in the real business world. For core modules like Marketing, Advertising, Personal Selling, Marketing Research etc, apart from theories and models that taught, I learn problem solving skills during case sharing and discussion; my critical thinking and analytical skills are building up in particular when working on the coursework whilst the team is targeted on achieving high marks.

Surprisingly I realize my creativity mindset are improved; a partial are trained up by tutors during classes (such as modules Advertising and Personal Selling), the rest I guess are my active participation in extra curriculum activities and workshops all those experience enhance my creative thinking.

Interviewer: **(3) Can you please (a) categorize the programme modules and (b) indicate what classroom learned from various modules you feel to be given to each of the 5 academic/skills categories of Floyd and Gordon (1998)?**

Interviewee: I am mapping them according to what I can recall.

Floyd and Gordon (1998) 5 Academic Knowledge/Skills	Programme Modules vs Classroom Knowledge/Skills that Learned
Analytical Skills	Advertising and Promotion Management; Consumer Behavior; Guided Project; Marketing Research; Negotiation Skills; Personal Selling and Sales Management; Principles of Marketing; Strategic Marketing
Computer Applications	Computing for Business; Marketing Research
Creative Thinking	Advertising and Promotion Management; Guided Project; Negotiation Skills; Personal Selling and Sales Management
Information Search	Guided Project; Marketing Research
Problem Solving	Advertising and Promotion Management; Guided Project; Marketing Research; Personal Selling and Sales Management; Principle of Marketing; Retailing and Service Marketing; Strategic Marketing

Interviewer: (4) Please tell me what tasks or jobs are assigned to you by your on-site supervisor during the internship.

Interviewee: 4 of us are hired by the company and working in a team for a marketing project, we are lucky to earn working experiences that are related to our discipline. As the leader of the team, I obtain high degree of satisfaction and positive self image; there is a feeling of obligation, full responsibility on running the marketing project for the company, but the more I participate the more confident I and my team had. We are the host of a marketing project and we are able to make progress and to involve ourselves fully during the entire internship experience.

There are various small but marketing related tasks. I am assigned to search secondary data on property product, company information and the marketing trend of property industry on website and yearbooks. I have to photocopy documents. I am also assisted in designing research questionnaire and in analyzing the survey findings and making Powerpoint presentation to the on-site supervisor. I have to propose the target customer group with justification and to make simple marketing plan together with the team members. We also require in designing banner, promotional materials and poster in website and leaflet. Another major task is to arrange a seminar on the trend of Japanese property to potential prospects. 5 of us need to work in different property branches and we need to work in the branch in China.

Interviewer: (5) What knowledge and skills you think are required in order to achieve the assigned task or jobs that given?

Interviewee: I think I must have the marketing concepts such as how to explore and locate potential target customers in marketing and customer orientation philosophy. I am also required to use my marketing research skills that learned in classroom to create a comprehensive and effective marketing questionnaire, to conduct a fruitful survey with useful findings. I need to be systematic and well organized when analyzing data and findings. I should have to use my computer knowledge skillfully in order to analyze the data and make good presentation to the supervisor. I also need to know how to use key words to search information and to find valuable and useful information technically via website and secondary sources of information. I think to have an opened and creative mind are important when designing web banner and other promotional materials.

Interviewer: (6) Please associate the modules in classroom delivered with the required knowledge/skills (you mentioned in previous question) in accomplishing the assigned tasks/jobs.

Interviewee:

Tasks that assigned in Internship	Perceived Association of Related-Modules in Classroom Learning
- banner/website/promotional materials/poster design - investigating potential customers - arranging seminar - company information update in webpage - product/company information/market trend (e.g. property market status in Japan) search on website and yearbooks - research questionnaire design and survey findings analysis and result presentation - photocopying	Common Modules - Brighter English, General Putonghua, Business Statistics, Principles of Marketing Discipline Modules - Advertising and Promotion Management; Strategic Marketing; Marketing Research; Guided Project Workshops - CIM Digital Conference

Interviewer: (7) How classroom knowledge and skills function in your internship experiential process?

Interviewee: I look into theories/concepts that learned in classroom and seek appropriate approach to answer enquiries in a professional manner.
I am happy that my internship experience is on a marketing project base and I can associate the fundamental marketing concepts, skills in questionnaire design and field interviews that have been acquired during my studies with the tasks assign by on-site supervisor.

I am interested in working for a marketing plan; I have the thought on classroom learned knowledge association, the adoption of classroom knowledge and sense of logic to work on my assigned tasks.

Interviewer: (8) Please share what you will do when encountering problem?

Interviewee: I and the team members try not to bother our supervisor for help. We will discuss among ourselves and work out some solutions. We sometimes prefer to seek help from our tutors. For example, we will send the questionnaire draft to our Marketing tutor for comments, and we cross-check our notes for the business plan format. I will try to think ahead to see if there is anything or problem I or my team members have missed.

Interviewer: (9) Do you think it is a part of learning process in making mistakes?

Interviewee: I admit learning is incremental and I am brave enough to take recommendations from supervisor for mistakes that have been taken.
I have a lot of job satisfaction when I receive compliments from my supervisor as I take on an initiative role to manage and complete the nominated task appropriately, I don't afraid of making mistakes and yes, it is part of my learning process.
I am with high expectation and acting aggressively in the experiential process, I am very positive.

Interviewer: (10) What are the role(s) of your on-site supervisor during your internship learning period, and what you expected?

Interviewee: Our on-site supervisor teaches and guides us as a mentor. She provides us with market information and assistance. She is totally involved in our entire learning process.
I think we need briefing and guidance from on-site supervisor and they are absolutely important at the beginning, even though the nature of our assigned tasks is their discipline related. The on-site supervisor encourages us to recall classroom learned knowledge for task completion. The supervisor will conduct the briefing and debriefing daily. Yes, her role and mentoring style are what I prefer. It is difficult for students to accomplish assigned task at the same time to adopt to the virtual working environment, in particular those with no working experience before.

Interviewer: **(11) Does the degree of participation of on-site supervisor affect your experiential learning as well as the utilization of your classroom knowledge and skills?**

Interviewee: Yes. To share my mentor is totally involved in the entire learning process, opportunities are given for my classroom learned knowledge application under the on-site supervisor's close supervision such as the technique in questionnaire design, the concept and critical thinking of composing business proposal and the skills in conducting field survey.

I logically consider on-site supervisor is the one most suitable to guide our assigned tasks and to facilitate us on the transfer of classroom knowledge in workplace, such as the analysis of property market. I realize the needs and usefulness of classroom learned knowledge in accomplishing my assigned tasks.

Interviewer: **(12) Can you conclude if you find you can apply classroom learned knowledge in the internship workplace setting?**

Interviewee: Yes, as mentioned, I am lucky my internship learning is related with my study disciplines. Besides, my on-site supervisor has offered me chance to apply what I have learnt in classroom. The project-based internship experience is good to me and I am managing to apply what I learned into workplace for self enhancement.

Interviewer: **(13) What kind of internship programme you think suitable for students?**

Interviewee: As mentioned, I am lucky to be assigned working in the marketing and sales team and all my assigned tasks are related to my disciplines. I heard some of my classmates with bad experience in their internship learning, theirs are loose and making photocopies are their main jobs. I think student interns who have completed formalized and structured internship programme, like me, are with the highest satisfaction level with the knowledge acquisition and application and the compliment from my supervisor.
In my case, I have the chance to transfer knowledge across different contexts, such as the application using marketing concept like the definition of target customer, segmentation of the prospect population and market situational analysis, in writing up the marketing plan, so a project-based or discipline related or structured internship programme is the best for the learning of students.

Interviewer: (14) Any other comments

Interviewee: I find the learning atmosphere in my case strong because each of us enjoy the learning and teaching from our mentor, we all have high involvement and we could be able to identify learned concepts and knowledge and transfer to assigned tasks that are discipline related with the guidance and supports of the on-site supervisor.

Interviewer: Thank you for your time.

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Student Intern 2

Interview Date   2 Sep, 2014

Interview Venue   Campus (classroom 45)

Interviewer   Programme Coordinator

Interviewee   Student Intern 2

Demographic
background

Programme	Higher Diploma in Business Administration (Marketing)
Gender	Male
Age	24
Working Experience	Waiter in hotel café (3 years)

Interview Setting   Respondent was given with a brief profile of all the modules they had studied and the 5 academic knowledge/skills categories of Floyd & Gordon (1998)

Interview:

Interviewer: (1) Please share what is your objective in joining the internship programme?

Interviewee: Frankly the reason I join the internship programme is to enhance my resume, of course, apart from, I hope like this internship can give me more exposure but not limited to academic subjects. So I hope this internship experience can be regarded as a positive variable that can affirm my practical working knowledge. I am older that my classmates with working experience, so I think I expect more than the others, and I will cherish whatever chances are offering to me for self enhancement.

Interviewer: (2) Can you recall what you have learnt during your studies (with the module brief given)? (Appendix 1)

Interviewee: I learn generic subjects such as statistics (the weakest). I find language subjects useless in particular Putonghua, I think the school should emphasis more on business conversation instead of teaching from the ground of Chinese Literature. I recall some other business related subjects such as Human Resources Management, Introduction to Management, I find they are interesting but too much theories, plus there are with very few case study and sharing, not practical enough. For computing related subjects, my goodness, they are useless and boring. I don't need the history of computing or how to

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switch on and off of software. For specialized subjects, they are great, in particular the subjects Advertising and Promotion Management Retailing and Service Marketing, they are very close to my daily life and I can apply theories into my practical life. My research and critically thinking skills have been improved via group project and individual assignment (I meant only on those specialized subjects). I appreciated the extra curriculum activities and workshops arranged by the school and I will try to attend. I can learn practical knowledge via my participation.

Interviewer: (3) Can you please (a) categorize the programme modules and (b) indicate what classroom learned knowledge and skills from various modules you feel to be given to each of the 5 academic/skills categories of Floyd and Gordon (1998)?

Interviewee:

Floyd and Gordon (1998) 5 Academic Knowledge/Skills	Programme Modules vs Classroom Knowledge/Skills that Learned
Analytical Skills	Advertising and Promotion Management; Brighter English; Consumer Behavior; Guided Project; Introduction to Management; Negotiation Skills; Principles of Marketing; Personal Selling and Sales Management; Strategic Marketing
Computer Applications	Marketing Research
Creative Thinking	Advertising and Promotion Management; Guided Project; Negotiation Skills; Personal Selling and Sales Management
Information Search	Business Finance; Guided Project; Marketing Research
Problem Solving	Advertising and Promotion Management; Guided Project; Marketing Research; Personal Selling and Sales Management; Principle of Marketing; Retailing and Service Management; Strategic Marketing;

Interviewer: (4) Please tell me what tasks or jobs are assigned to you by your on-site supervisor during the internship.

Interviewee: We are a team of 6 persons. Majority of our jobs are working for a marketing project. There is a leader in the team, the on-site supervisor is trying to give us as much marketing and sales exposure as possible, and what we experience are our disciplines

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related. All my assigned tasks are on marketing project base and I am assigned to report and update data searching information on property market, assist in market analysis, participate in the design of advertising and promotional plan; call up customers to participate in seminar event, help in the design of survey questionnaire plus regular clerical jobs such as photocopying property information. The on-site supervisor will allocate us to work in different property branch for data collection and learn from the property agent on cold calls, property information searching. We need to work in the branch in China sometimes.

Interviewer: (5) What knowledge and skills you think are required in order to achieve the assigned task or jobs that given?

Interviewee: I think I need the theories concepts on marketing strategies, customer oriented concepts. I need the creative mindset to help in the advertising and promotion plan, such as the design of online banner, advertising poster and other promotional materials. I definitely need online information searching skills such as key word search, familiar with website information corner. I guess basic computer skills like excel file for data storage, Powerpoint. I need to be neat and tidy and wear properly since I need to work in different branch.

Interviewer: (6) Please <u>associate</u> the modules in classroom delivered with the required knowledge/skills (you mentioned in previous question) in accomplishing the assigned tasks/jobs.

Interviewee:

Tasks that assigned in Internship	Perceived Association of Related-Modules in Classroom Learning
▪ banner/website/promotional materials/poster design ▪ investigating potential customers ▪ arranging seminar ▪ company information update in webpage ▪ product/company information/market trend	<u>Common Modules</u> ▪ Brighter English, Principles of Marketing; <u>Discipline Modules</u> ▪ Advertising and Promotion Management; Guided Project; Personal Selling and Sales Management; Marketing Research; Strategic Marketing; <u>Workshops</u>

(e.g. property market status in Japan) search on website and yearbooks ▪ research questionnaire design and survey findings analysis and result presentation ▪ photocopying	▪ CIM Digital Conference

Interviewer: (7) How classroom knowledge and skills function in your internship experiential process?

Interviewee: I use the advertising and marketing concepts like target consumer, prospect, segmentation etc. Since I need to search property marketing and competitor information via internet, I try to use the skills and concepts I learned from Guided Project it helps. When in the design of survey questionnaire, the team has composed the draft; we tried to produce good quality works, so the team decided to seek help from our tutor. We send her our questionnaire and seek for her advice. I find the concepts and knowledge I learned from specialized subjects more helpful and appropriate, whilst subjects like Introduction to Management and Human Resources Management are too distance from me. Subjects like Study Skills, China Business Studies etc cannot help me in accomplishing my assigned tasks. I find subject Brighter English has little help. I encounter an English speaker when conducting the field survey, I think the English skills I learned help, I guess. Photocopying property information need no skills and cannot learn in school.

Interviewer: (8) Please share what you will do when encountering problem?

Interviewee: When problems are encountered, we will gather together for brainstorming. It is encouraging that we complete our assigned task by 'trial and error'. We only seek help or advice from our supervisor when we have tried all possible solutions and they did not work out.
I also seek help from other working partner. One of the colleagues drives me to the printing house when he realizes I cannot meet the submission deadline if I take the subway to deliver the promotional artwork. Failing to meet the deadline is something I cannot afford.

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Interviewer: (9) Do you think it is a part of learning process in making mistakes?

Interviewee: I am willing to invest their time and energy fully in the assigned tasks, and I think my supervisor trust me and I am fully dependability. Yes, everybody makes mistake, and it is a process that allows mistakes and experiencing. I will not hide my mistakes and errors, and I treat each task and problem seriously. I am brave enough to take recommendation from my supervisor.

Interviewer: (10) What are the role(s) of your on-site supervisor during your internship learning period, and what you expected?

Interviewee: We have a good mentor. She gives us a free hand for our development but advice and guidance are always there. There are no difficulties for me to share the marketing research skills and marketing promotion concepts that learned in classroom in helping my on-site supervisor to explore the potential targets for the Japan property market.

Interviewer: (11) Does the degree of participation of on-site supervisor affect your experiential learning as well as the utilization of your classroom knowledge and skills?

Interviewee: I hope I can enhance my personal grow and enrich my knowledge, so my working behavior and performance are very positive. I realize if the on-site supervisor can participate more on our tasks and offer us with more guidance and direction, the best I can apply my learned knowledge.

Interviewer: (12) Can you conclude if you find you can apply classroom learned knowledge in the internship workplace setting?

Interviewee: I can manage to accomplish tasks close to the expectation of my supervisor by integrating the teaching and guiding of on-site supervisor; and applying classroom learned knowledge into the assigned tasks. It is not the psychical setting that matters. It is the structure of internship programme and the nature of assigned tasks are most important to me to apply my previously learned knowledge. I find I could hardly identify or involve some of the classroom learned knowledge or skills in the internship workplace in particular at the beginning of the experiential learning. I need more detailed instruction and guideline from my on-site supervisor.

Interviewer: **(13) What kind of internship programme you think suitable for students?**

Interviewee: A well organized and structured internship programme is very important to students. Since the duration of our internship is short and of course, I would like to learn and experience more, so the more structured and organized the programme is, the best we can fully utilize our time and learning chance.

Interviewer: **(14) Any other comments**

Interviewee: I like the learning atmosphere in my team. I am happy that I was being offer chances integrated into the company project and are given with important responsibilities.

Interviewer: Thank you for your time.

Interview Date   5 Sep, 2014

Interview Venue   Campus (classroom 45)

Interviewer   Programme Coordinator

Interviewee   Student Intern 3

Demographic
background

Programme	Higher Diploma in Business Administration (Marketing)
Gender	Male
Age	21
Working Experience	Waiter in restaurant (1 year)

Interview Setting   Respondent was given with a brief profile of all the modules they had studied and the 5 academic knowledge/skills categories of Floyd & Gordon (1998)

Interview:

Interviewer: (1) Please share what is your objective in joining the internship programme?

Interviewee: I hope by joining the internship programme, my working experience can be improved. My only experience is working as the waiter in a restaurant; I never have any working experience related with marketing or working in an office workplace. I hope this programme can offer me with more exposure to outside world and I can well-prepare myself before graduation.

Interviewer: (2) Can you recall what you have learnt during your studies (with the module brief given)? (Appendix 1)

Interviewee: I am not interested in subjects that are related with calculation, statistics, and numbers. I recall for business studies subjects I learned the history and theories of management. I do not find I learned any Negotiation Skills or tactics from the subject, but it should teach students the analytical skills. I am very interested in subjects with curriculum related with marketing, retailing, and advertising. I find I can apply the marketing theories into my daily life, such as the concept of segmentation, target market, the display theories in retailing stores, B2C, B2B concepts I find they are very interesting. For computer subjects, I can only find subject Management Information System is

useful, I think it is necessary to know the system in marketing management. My analytical skills have been enhanced from subjects Strategic Marketing and Guided Project. Besides, the later one trained me up on reading journals, literatures review and information searching skills. My English proficiency is poor; I find subject Brighter English can improve my grammar concept and writing skills.

Interviewer: **(3) Can you please (a) categorize the programme modules and (b) indicate what classroom learned knowledge and skills from various modules you feel to be given to each of the 5 academic/skills categories of Floyd and Gordon (1998)?**

Interviewee:

Floyd and Gordon (1998) 5 Academic Knowledge/Skills	Programme Modules vs Classroom Knowledge/Skills that Learned
Analytical Skills	Advertising and Promotion Management; Brighter English; Guided Project; Introduction to Management; Negotiation Skills; Principles of Marketing; Personal Selling and Sales Management; Strategic Marketing
Computer Applications	Marketing Research, Management Information System
Creative Thinking	Advertising and Promotion Management; Guided Project; Personal Selling and Sales Management
Information Search	Guided Project; Marketing Research
Problem Solving	Advertising and Promotion Management; Guided Project; Marketing Research; Personal Selling and Sales Management; Principle of Marketing; Strategic Marketing;

Interviewer: **(4) Please tell me what tasks or jobs are assigned to you by your on-site supervisor during the internship.**

Interviewee: Our assigned tasks are related with design of online banner, poster. We also require preparing a marketing and promotional plan for a new property in Hong Kong. I need to do all basic clerical jobs such as filing, photocopying, contact printing company for leaflet, posters printing. I also need to arrange seminar, update company webpage, and search property market and competitor information via internet. Our group is required to design a customer questionnaire and conduct field and make presentation to our on-site supervisor.

Interviewer: (5) What knowledge and skills you think are required in order to achieve the assigned task or jobs that given?

Interviewee: I find the skill for information search is very important for the assigned tasks. I also need to have marketing concepts terms such as segmentation, strength and weakness of the market, market trend, advertising budget calculation etc for we need to compose a marketing and advertising plan. I need to have marketing sense for I need to design a poster for the new property. Computer skills are required, such as the operation of Powerpoint for presentation and excel for making charts from survey findings.

Interviewer: (6) Please associate the modules in classroom delivered with the required knowledge/skills (you mentioned in previous question) in accomplishing the assigned tasks/jobs.

Interviewee:

Tasks that assigned in Internship	Perceived Association of Related-Modules in Classroom Learning
- banner/website/promotional materials/poster design - investigating potential customers - arranging seminar - company information update in webpage - product/company information/market trend (e.g. property market status in Japan) search on website and yearbooks - research questionnaire design and survey findings analysis and result presentation - photocopying	Common Modules - Brighter English, Principles of Marketing; Discipline Modules - Advertising and Promotion Management; General Putonghua; Guided Project; Personal Selling and Sales Management; Marketing Research; Strategic Marketing; Workshops - CIM Digital Conference

Interviewer: (7) How classroom knowledge and skills function in your internship experiential process?

Interviewee: When I am conducting market research; design survey questionnaire; preparing marketing and advertising plan; design promotional materials, I find they are useful and I can use them in order to complete my assigned tasks.

I use marketing concept like the definition of target customer, segmentation of the prospect population and market situational analysis, in writing up the marketing plan when working at the back supporting office.

We are lucky of being offering chances integrated into the company project and are given with important responsibilities from the supervisor.

I have a belief that the trial of applying classroom learned knowledge is beneficial in achieving their individual goals such as building up of industrial connection and self confidence.

Interviewer: (8) Please share what you will do when encountering problem?

Interviewee: We will discuss among the team members before seeking advice from our on-site supervisor, even though she has given us her mobile phone number and have us to call her if any problems have been encountered.

Interviewer: (9) Do you think it is a part of learning process in making mistakes?

Interviewee: Yes, I will focus my attention fully and try to drive myself to achieve the learning goal and accomplish my assigned tasks with positive attitude. I try not to make mistakes but with no office working experience, I think that is part of learning process and I am brave enough to admit that.

Interviewer: (10) What are the role(s) of your on-site supervisor during your internship learning period, and what you expected?

Interviewee: Our on-site supervisor is helpful and gives us freedom to deal with questions, problems and assigned jobs. She must give us briefing in morning and debriefing after work. Her guidance and support are very important. Most important is the acknowledgement of my performance from my on-site mentor motivates me to try and to work independently.

Interviewer: **(11) Does the degree of participation of on-site supervisor affect your experiential learning as well as the utilization of your classroom knowledge and skills?**

Interviewee: I believe a structured discipline related internship programme can definitely stimulate my classroom learned knowledge application, and the role of on-site supervisor is to engage student interns in learning and to experience. Our supervisor does just that successfully. The need for briefing and guidance from on-site supervisor is absolutely important. The high degree of participation of on-site supervisor motives me working with positive and active attitude, I try to accomplish tasks close to supervisor's expectation by integrating the her teaching and guiding and applying classroom learned knowledge into my assigned tasks.

Interviewer: **(12) Can you conclude if you find you can apply classroom learned knowledge in the internship workplace setting?**

Interviewee: Yes, my classroom learned knowledge and skills function are absolutely affecting their performance. I should be able to identify learned concepts and knowledge and transfer to assigned tasks that are discipline related. I am willing to spend time and effort on searching market data, assist the team leader in preparing marketing and promotional plan, arranging seminar and marketing event, all these tasks are related to their study discipline.

Interviewer: **(13) What kind of internship programme you think suitable for students?**

Interviewee: I think a formalized and well-structured internship programme on project based and discipline related are the best. As one of the student interns, I know they will achieve the highest satisfaction level with the knowledge acquisition and application.

Interviewer: **(14) Any other comments**

Interviewee: Nil

Interviewer: **Thank you for your time.**

Student Intern 4

Interview Date   5 Sep, 2014

Interview Venue   Campus (classroom 45)

Interviewer   Programme Coordinator

Interviewee   Student Intern 4

Demographic background

Programme	Higher Diploma in Business Administration (Marketing)
Gender	Female
Age	21
Working Experience	Promoter in supermarket (2 months)

Interview Setting   Respondent was given with a brief profile of all the modules they had studied and the 5 academic knowledge/skills categories of Floyd & Gordon (1998)

Interview:

Interviewer: (1) Please share what is your objective in joining the internship programme?

Interviewee: My objective to join the internship programme is to improve my working experience. I do not have a solid working experience background. I hope to be familiar with the real working environment before I graduate.

Interviewer: (2) Can you recall what you have learnt during your studies (with the module brief given)? (Appendix 1)

Interviewee: I think I have learnt the basic concepts of accounting and business statistics, they are fresh to me, and the accuracy of my calculation has been increased. I think subjects related with computing not much help to me, the teaching is too simple and at elementary level. Many of my classmates skip classes for their computer skills are at A level, and they feel boring with the classes. Language classes are fine with me for I can learn grammar and sentence structure, they can help me in writing email in my workplace. I learn all marketing related concepts on specialized subjects. They are interesting and I learn my analytical skill from them, but overall, I find all subjects are too approach theoretical approach.

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Interviewer: (3) Can you please (a) categorize the programme modules and (b) indicate what classroom learned knowledge and skills from various modules you feel to be given to each of the 5 academic/skills categories of Floyd and Gordon (1998)?

Interviewee:

Floyd and Gordon (1998) 5 Academic Knowledge/Skills	Programme Modules vs Classroom Knowledge/Skills that Learned
Analytical Skills	Advertising and Promotion Management; Brighter English; Business Statistics; Introduction to Management; Negotiation Skills; Personal Selling and Sales Management; Principles of Accounting; Principles of Marketing; Strategic Marketing
Computer Applications	Computing for Business; Marketing Research
Creative Thinking	Advertising and Promotion Management; Guided Project; Personal Selling and Sales Management
Information Search	Brighter English; Guided Project; Marketing Research
Problem Solving	Advertising and Promotion Management; Guided Project; Marketing Research; Personal Selling and Sales Management; Principles of Accounting; Principle of Marketing; Professional English; Strategic Marketing;

Interviewer: (4) Please tell me what tasks or jobs are assigned to you by your on-site supervisor during the internship.

Interviewee: I have to photocopy documents, update property information of the company webpage, online information searching, design of poster and online banner. My role as the receptionist during the seminar and sometimes I need to call customers to remind them on the seminar. I help in conducting field survey. I help inputting survey data into excel for calculation.

Interviewer: **(5) What knowledge and skills you think are required in order to achieve the assigned task or jobs that given?**

Interviewee: I find the marketing concept for we need to do market analysis and some advertising knowledge for we need to design some promotional poster. Marketing research skills are important in particular when we design the questionnaire, we send the questionnaire draft to our tutor for comments. I enjoy attending marketing conference with tutor that really explores my market sense and connections.

Interviewer: **(6) Please associate the modules in classroom delivered with the required knowledge/skills (you mentioned in previous question) in accomplishing the assigned tasks/jobs.**

Interviewee:

Tasks that assigned in Internship	Perceived Association of Related-Modules in Classroom Learning
▪ banner/website/promotional materials/poster design ▪ investigating potential customers ▪ arranging seminar ▪ company information update in webpage ▪ product/company information/market trend (e.g. property market status in Japan) search on website and yearbooks ▪ research questionnaire design and survey findings analysis and result presentation ▪ photocopying	<u>Common Modules</u> ▪ Brighter English, Business Statistics; Principles of Marketing; <u>Discipline Modules</u> ▪ Advertising and Promotion Management; General Putonghua; Guided Project; Personal Selling and Sales Management; Marketing Research; Strategic Marketing; <u>Workshops</u> ▪ CIM Digital Conference

Interviewer: (7) How classroom knowledge and skills function in your internship experiential process?

Interviewee: The skills I learn from Guided Project are useful when we doing the property market analysis and preparing for the marketing plan. We recall what we need from classes such as the business format for writing a marketing plan, the marketing terms we use to make the proposal more professional. We apply Maslow's Hierarchy of Needs theory to analyze customers' needs. When we brainstorm on the idea of a promotional banner, we use the advertising knowledge we learn and try to have more creative and special ideas and design.

Interviewer: (8) Please share what you will do when encountering problem?

Interviewee: I am, so do the other team members, we are very positive in joining the internship proramme and so we always carry our good learning and performance attitude; and when problems are encountered we will try our best to find solution, such as we will seek tutor's advice in preparing the survey questionnaire, we are capable to pursuit his/her goal with focusing attention.   We recognize learning is incremental, so we respond actively when tasks are assigned or when problems are encountered.

Interviewer: (9) Do you think it is a part of learning process in making mistakes?

Interviewee: Yes, I treat the experiential learning as a challenge to my self-development, professional development and most important a good chance for the development of their future career path. I always behave actively and willing to take opportunity to learn and to do.

Interviewer: (10) What are the role(s) of your on-site supervisor during your internship learning period, and what you expected?

Interviewee: I highly appreciate the guidance and the detailed instruction of the on-site supervisor that provide and most important she is a sincere person and expect we are the same. The on-site supervisor gives us free hand to handle assigned tasks but always there when we need a helping hand

Interviewer: **(11) Does the degree of participation of on-site supervisor affect your experiential learning as well as the utilization of your classroom knowledge and skills?**

Interviewee: I enjoy the challenge of working on a project which is related with my study discipline. Our on-site supervisor gives us encouragement; full support and sharing with us her working experience, her degree of participation affects each of the team member, and a continuous practice in incorporating previous learned knowledge in our practical learning with the guidance of the mentors is effective and with fruitful result.

Interviewer: **(12) Can you conclude if you find you can apply classroom learned knowledge in the internship workplace setting?**

Interviewee: Yes, I as well as the entire team members look into theories/concepts that learned in classroom and seek appropriate approach to answer enquiries in a professional manner. Such as the information search skills that I learned from workshops are more practical and useful than all three computer modules that teach in class.

Interviewer: **(13) What kind of internship programme you think suitable for students?**

Interviewee: I think a structured internship programme with sufficient internship learning period is important. If possible the internship programme can offer chances to student intern working in different context for their learning. Such as we are given the chance working in different departments such as work with property salesman in different branch once to twice times per week and we need to go to China once per month working with the property sales there. If the programme is project based, I am sure I will enjoy the challenge of working on a project which is related with their study discipline.

Interviewer: **(14) Any other comments**

Interviewee: Nil

Interviewer: **Thank you for your time.**

Student Intern 5

Interview Time	8 Sep, 2014
Interview Venue	Campus (classroom 45)
Interviewer	Programme Coordinator
Interviewee	Student Intern 5

Demographic background	Programme	Higher Diploma in Business Administration (Marketing)
	Gender	Male
	Age	19
	Working Experience	Nil

Interview Setting   Respondent was given with a brief profile of all the modules they had studied and the 5 academic knowledge/skills categories of Floyd & Gordon (1998)

Interview:

Interviewer: (1) Please share what is your objective in joining the internship programme?

Interviewee: I never have any working experience and the reason why I join the internship programme is hopefully I can get some sense in real workplace. I am excited and new to all kind of working environment.

Interviewer: (2) Can you recall what you have learnt during your studies (with the module brief given)? (Appendix 1)

Interviewee: I really enjoy my studies and I find all kind of knowledge, concepts that learn from classroom are useful. All language related subjects, such as Brighter English and General Putonghua can enhance my writing and conversation proficiency. For computer subjects they are new to me in particular the name of database system e.g. the ER model, but I think they are not that practical to me. I like all kind of management and marketing subjects, such as I learn the history and development of management, the terms in marketing field, theories of consumer behavior. Most impressive is I play the role of salesman and learn the selling and negotiation skills. I know all year one students must have to student accounting and statistic subjects, I learn to be accuracy in calculations. My analytical skills are building up gradually.

Interviewer: (3) Can you please (a) categorize the programme modules and (b) indicate what classroom learned knowledge and skills from various modules you feel to be given to each of the 5 academic/skills categories of Floyd and Gordon (1998)?

Interviewee:

Floyd and Gordon (1998) 5 Academic Knowledge/Skills	Programme Modules vs Classroom Knowledge/Skills that Learned
Analytical Skills	Advertising and Promotion Management; Brighter English; Consumer Behaviour; Introduction to Management; Negotiation Skills; Personal Selling and Sales Management; Principles of Accounting; Strategic Marketing
Computer Applications	Marketing Research
Creative Thinking	Advertising and Promotion Management; Guided Project; Negotiation Skills; Personal Selling and Sales Management
Information Search	Marketing Research
Problem Solving	Advertising and Promotion Management; Guided Project; Marketing Research; Personal Selling and Sales Management; Strategic Marketing

Interviewer: (4) Please tell me what tasks or jobs are assigned to you by your on-site supervisor during the internship.

Interviewee: The on-site supervisor has assigned the team to study the property market in Hong Kong, to help the promotion of a Japanese property and to explore the potential property customers in HK. I need to photocopy property materials and filing. I also need to help in online data searching and to consolidate schedule for a property seminar, and call up participants for the event. I also need to conduct field survey and I feel embarrass talking to strangers and sometimes I want to escape from that. I find to design online banner and promotional poster are interesting. We need particular software for the banner design, so team members and I bring our own notebook back to office.

Interviewer: **(5) What knowledge and skills you think are required in order to achieve the assigned task or jobs that given?**

Interviewee: in order to complete all assigned tasks and to achieve on-site supervisor's expectation, I find all marketing concepts are important, analytical and presentation skills are important. Communication skills are essential in particular when I conduct field survey and talk to people who have signed up for the seminar event. The concepts of online key word searching and the knowledge of basic computing skills are essential. Besides, I find I need to invest my time and effort working on all assigned tasks.

Interviewer: **(6) Please associate the modules in classroom delivered with the required knowledge/skills (you mentioned in previous question) in accomplishing the assigned tasks/jobs.**

Interviewee:

Tasks that assigned in Internship	Perceived Association of Related-Modules in Classroom Learning
• banner/website/promotional materials/poster design • investigating potential customers • arranging seminar • company information update in webpage • product/company information/market trend (e.g. property market status in Japan) search on website and yearbooks • research questionnaire design and survey findings analysis and result presentation • photocopying	<u>Common Modules</u> • Brighter English, Business Statistics; Principles of Marketing; <u>Discipline Modules</u> • Advertising and Promotion Management; General Putonghua; Guided Project; Personal Selling and Sales Management; Marketing Research; Strategic Marketing; <u>Workshops</u> • CIM Digital Conference

Interviewer: (7) How classroom knowledge and skills function in your internship experiential process?

Interviewee: The skills I learn from Guided Project are useful when we doing the property market analysis and preparing for the marketing plan. We recall what we need from classes such as the business format for writing a marketing plan, the marketing terms we use to make the proposal more professional. We apply Maslow's Hierarchy of Needs theory to analyze customers' needs. When we brainstorm on the idea of a promotional banner, we use the advertising knowledge we learn and try to have more creative and special ideas and design.

Interviewer: (8) Please share what you will do when encountering problem?

Interviewee: Since I am inexperience working in business environment, I am totally depending on the guidance of on-site supervisor and the team leader. So when I encounter problems I will seek help from team members, and we will go through a discussion and brainstorm among ourselves, sometimes we seek help from our tutor. I will try to face the problems and willing to spend time to study the problem and find solutions. It is impressive that we complete our assigned task by 'tried by error', we only seek for the help or advice from supervisor when we have tried all possible solutions.

Interviewer: (9) Do you think it is a part of learning process in making mistakes?

Interviewee: Yes, I think experiential learning is a big challenge to my self-enhancement, professional development and most important a good chance for the development of my future career path.

Interviewer: (10) What are the role(s) of your on-site supervisor during your internship learning period, and what you expected?

Interviewee: I have to admit that the training and guiding of on-site supervisor are more important than theoretical practices. Since I have no working experience, when I encounter problem, I will logically consider on-site supervisor is the one most suitable to guide me, so to answer your question, I think the role of on-site supervisor is to facilitate student intern in applying what they learned in classroom to workplace practice, by doing so, student interns should be able to understand fully what they have learned. Besides, on-site supervisor plays as a teacher to guide and instruct students step by step to

complete the assigned tasks. It is better if on-site supervisor can have regular meeting with student interns, like my case, the on-site supervisor must conduct briefing and debriefing each day as to increase mutual understanding and to update our working progress.

Interviewer: (11) Does the degree of participation of on-site supervisor affect your experiential learning as well as the utilization of your classroom knowledge and skills?

Interviewee: At the beginning, the tasks are assigned and briefed by my supervisor, and I find it is important otherwise, I am totally blinded in particular I never have any working experience in real business field. So the degree of participation of on-site supervisor is important to me.

The needs for briefing and guidance from on-site supervisor are absolutely important at the beginning, even though our assigned tasks are their discipline related. The on-site supervisor encourages me and the team members to recall classroom learned knowledge for task completion.

Interviewer: (12) Can you conclude if you find you can apply classroom learned knowledge in the internship workplace setting?

Interviewee: Yes, I will not identify the requirements and the working motives that require in the workplace, since I am inexperience working in real business environment, instead the principle that come to their mind is having classroom learned knowledge and skills as my supports. I try to recall what I have acquired in my studies that can support my works

Interviewer: (13) What kind of internship programme you think suitable for students?

Interviewee: I think a structured internship programme with sufficient support from on-site supervisor is important. Like my case, the assigned tasks are based on marketing project. I should be able to identify learned concepts and knowledge and transfer to assigned tasks that are discipline related. If the sponsoring company can offer chance us by integrating our assigned tasks into the company project that would be great.

Interviewer: (14) Any other comments

Interviewee: I find classroom learning does not allow me to accomplish the task fully; I need guidance from on-site supervisor and supports of the entire team members.

Interviewer: Thank you for your time.

Student Intern 6

Interview Date   10 Sep, 2014

Interview Venue   Campus (classroom 45)

Interviewer   Programme Coordinator

Interviewee   Student Intern 6

Demographic background

Programme	Higher Diploma in Business Administration (Marketing)
Gender	Male
Age	19
Working Experience	Waiter in café (2 years)

Interview Setting   Respondent was given with a brief profile of all the modules they had studied and the 5 academic knowledge/skills categories of Floyd & Gordon (1998)

Interview:

Interviewer: (1) Please share what is your objective in joining the internship programme?

Interviewee: The reason I join this internship programme is firstly to enhance my resume for the working experience that I only have is working as a waiter in a café' for 2 years. Besides, I like marketing and have a strong interest working for a marketing company, if possible, if not, some experience working in an office is good, since the working nature of my existing job has limited my development. I find a max of 59 days internship programme is insufficient and I am thinking to join the programme again the other year, but it is better to make the decision after this time.

Interviewer: (2) Can you recall what you have learnt during your studies (with the module brief given)? (Appendix 1)

Interviewee: I learn the basic statistics terms and calculation from subject Business Statistics and I find they are easy and simple. For other business studies, I find they are interesting in particular I never touch base on any business related subject. I know the business and marketing terms I think they are important. Principle of Accounting is boring. For computer related subjects they are not useful and irrelevant to what we learn such as how to upgrade a computer system, the teach on how to use word processing application

and input of Chinese characters are not useful and most of my classmates are familiar with the operation and learned that in their high school. From all the specialized subjects, I learn the jargons, basic concept, I am interested in all specialized subjects and I think my critical thinking skill is established and training up from those subjects.

Interviewer: (3) Can you please (a) categorize the programme modules and (b) indicate what classroom learned knowledge and skills from various modules you feel to be given to each of the 5 academic/skills categories of Floyd and Gordon (1998)?

Interviewee:

Floyd and Gordon (1998) 5 Academic Knowledge/Skills	Programme Modules vs Classroom Knowledge/Skills that Learned
Analytical Skills	Advertising and Promotion Management; Brighter English; Consumer Behaviour; Human Resources Management; Introduction to Management; Negotiation Skills; Personal Selling and Sales Management; Strategic Marketing
Computer Applications	N/A
Creative Thinking	Advertising and Promotion Management; Guided Project; Negotiation Skills; Personal Selling and Sales Management
Information Search	Guided Project
Problem Solving	Advertising and Promotion Management; Guided Project; Marketing Research; Personal Selling and Sales Management; Principle of Marketing; Strategy Marketing

Interviewer: (4) Please tell me what tasks or jobs are assigned to you by your on-site supervisor during the internship.

Interviewee: My assigned tasks include: update and edit webpage information, searching competitor and product information, and market trend online. I also need to follow up customers' inquiries, assist in organizing events or other activities. I have to cross check all the documents. Of course, all basic clerical jobs such as photocopying, filing and checking documents.

Interviewer: (5) What knowledge and skills you think are required in order to achieve the assigned task or jobs that given?

Interviewee: The photocopying skills; notes taking skills, good communication and social skills; proper telephone manner; good frontline customer service skills, basic marketing concepts, industrial knowledge, information searching skills and basic computer skills.

Interviewer: (6) Please associate the modules in classroom delivered with the required knowledge/skills (you mentioned in previous question) in accomplishing the assigned tasks/jobs.

Interviewee:

Tasks that assigned in Internship	Perceived Association of Related-Modules in Classroom Learning
▪ banner/website/promotional materials/poster design ▪ investigating potential customers ▪ arranging seminar ▪ company information update in webpage ▪ product/company information/market trend (e.g. property market status in Japan) search on website and yearbooks ▪ research questionnaire design and survey findings analysis and result presentation ▪ photocopying	Common Modules ▪ Computing for Business; Computer Data Management; Human Resources Management; Management Information System; Negotiation Skills; Principles of Marketing Discipline Modules ▪ Personal Selling and Sales Management Workshops ▪ Nil

Interviewer: **(7) How classroom knowledge and skills function in your internship experiential process?**

Interviewee: The marketing concepts and knowledge I learned from classroom allow me to have a quicker sense; I think there is not much connection other than that, such as the computer knowledge and skills that I learned during studies do not help and with no contribution at all. I rely on the skills I learned and piled up from high school to accomplish my internship tasks, such as Excel, Powerpoint and Word software operation.

Interviewer: **(8) Please share what you will do when encountering problem?**

Interviewee: The first thing comes to my mind is to seek help from my supervisor or people sitting next to me. I am depending on the suggestion of my on-site supervisor or the working partners.

Interviewer: **(9) Do you think it is a part of learning process in making mistakes?**

Interviewee: Yes, that is why I decide to participate in this internship programme.

Interviewer: **(10) What are the role(s) of your on-site supervisor during your internship learning period, and what you expected?**

Interviewee: There will have no self-enhancement if all my assigned tasks are focused solely on or a majority of my assigned tasks are on clerical assignments nature together with a loose arrangement between the placing institute and sponsoring employer, and also under a non-continuous learning setting.

Interviewer: **(11) Does the degree of participation of on-site supervisor affect your experiential learning as well as the utilization of your classroom knowledge and skills?**

Interviewee: I think the participation of on-site supervisor in my internship learning process is very important.   I will follow the direction, guidance and instruction of my on-site supervisor in particular at the beginning of the internship programme, for I realize I could hardly recall or find if any classroom learned knowledge can be used in order to accomplish my assigned tasks.

Interviewer: **(12) Can you conclude if you find you can apply classroom learned knowledge in the internship workplace setting?**

Interviewee: There is nil chance to integrate classroom knowledge in accomplishing assigned tasks, nor solving problem in business internship workplace. The only job I like is to schedule event activity.

Interviewer: **(13) What kind of internship programme you think suitable for students?**

Interviewee: I think it is necessary to arrange student intern to work in different department, I find good relationship with the company personnel is important. The company staff and I bonded quickly. They invite me out for lunch and karaoke and help me when I encounter problems, especially when my supervisor is not around. They teach me the functions of the advanced photocopier; how to access to the client's databank and the standard workflow of the company. Otherwise I cannot catch up with an event arrangement properly when my on-site supervisor is having a meeting with a client.

Interviewer: **(14) Any other comments**

Interviewee: N/A

Interviewer: Thank you for your time.

Student Intern 7

Interview Date   12 Sep, 2014

Interview Venue   Campus (classroom 45)

Interviewer   Programme Coordinator

Interviewee   Student Intern 7

Demographic background

Programme	Higher Diploma in Business Administration (Marketing)
Gender	Female
Age	21
Working Experience	Waitress in restaurant (2 years)

Interview Setting   Respondent was given with a brief profile of all the modules they had studied and the 5 academic knowledge/skills categories of Floyd & Gordon (1998)

Interview:

Interviewer: (1) Please share what is your objective in joining the internship programme?

Interviewee: I would like to improve my working experience, and hopefully this internship programme can help me to achieve my goal or if possible to build up industrial connection. Apart from enhancing my resume, I also hope I can acquire some marketing and business knowledge through this internship programme.

Interviewer: (2) Can you recall what you have learnt during your studies (with the module brief given)? (Appendix 1)

Interviewee: I think I learn the basic management knowledge and theories, statistics concept such as mean, medium, standard deviation, of which I find they are of no use to my studies. I find the subject negotiation skill is interesting, I learn some theoretical concept about negotiation. All computing related subjects are not practical and I learn not much or very minimal. Languages subjects are fine as least they can keep me in practicing of my communication skills in class. For specialized subjects, they train up my profession and the organization skills and critical thinking in particular on conducting researcher and preparing a marketing plan and I enjoy participating marketing seminar it can give me updated market information and exposure.

Interviewer: (3) Can you please (a) categorize the programme modules and (b) indicate what classroom learned knowledge and skills from various modules you feel to be given to each of the 5 academic/skills categories of Floyd and Gordon (1998)?

Interviewee:

Floyd and Gordon (1998) 5 Academic Knowledge/Skills	Programme Modules vs Classroom Knowledge/Skills that Learned
Analytical Skills	Advertising and Promotion Management; Brighter English; Business Statistics; Consumer Behavior; Guided Project; Human Resources Management; Introduction to Management; Negotiation Skills; Principles of Marketing; Personal Selling and Sales Management; Strategic Marketing
Computer Applications	Computer Data Management
Creative Thinking	Advertising and Promotion Management; General Putonghua; Guided Project; Negotiation Skills; Personal Selling and Sales Management
Information Search	Consumer Behaviour; Guided Project; Marketing Research
Problem Solving	Advertising and Promotion Management; Guided Project; Marketing Research; Personal Selling and Sales Management; Principle of Marketing; Strategic Marketing;

Interviewer: (4) Please tell me what tasks or jobs are assigned to you by your on-site supervisor during the internship.

Interviewee: My assigned tasks include: data searching on property market, market analysis, design of marketing and promotional plan and seminar arrangement plus regular clerical jobs.

Interviewer: (5) What knowledge and skills you think are required in order to achieve the assigned task or jobs that given?

Interviewee: I find information search skills that I learned from workshops are more practical and useful than all three computer modules that teach in class. Some handy software application skills are most preferable. Basic marketing concepts such as target

customers, segmentation, 4P, push and pull strategies. Creative mindset, analytical skills, research skills, information searching skills, basic computer skills, systematic in particular for filling documents and data consolidation.   Should have good presentation skill and be presentable in particular when I conduct field survey.

Interviewer: (6) Please associate the modules in classroom delivered with the required knowledge/skills (you mentioned in previous question) in accomplishing the assigned tasks/jobs.

Interviewee:

Tasks that assigned in Internship	Perceived Association of Related-Modules in Classroom Learning
- banner/website/promotional materials/poster design - investigating potential customers - arranging seminar - company information update in webpage - product/company information/market trend (e.g. property market status in Japan) search on website and yearbooks - research questionnaire design and survey findings analysis and result presentation - photocopying	Common Modules - Brighter English, Business Statistics, General Putonghua; Principles of Marketing; Discipline Modules - Advertising and Promotion Management; Guided Project; Personal Selling and Sales Management; Marketing Research; Strategic Marketing; Workshops - CIM Digital Conference

Interviewer: (7) How classroom knowledge and skills function in your internship experiential process?

Interviewee: The entire team use marketing concept like the classification of target customer, segmentation of the prospect population and market situational analysis when we are required to prepare for the marketing plan, since we need to work in different property

branch, I am happy that I can apply some selling and marketing knowledge when working at the back supporting office. I am with high satisfaction level when realizing that I have the chance in knowledge acquisition and application in my internship learning.

Interviewer: (8) Please share what you will do when encountering problem?

Interviewee: Since all the assigned tasks are working in a team, so when we encountered problems we must arrange a meeting for brainstorming, and only seek help from supervisor if we can't have a solution or suggestion on the problem or when we have tried all possible solutions. During the brainstorming each of us will try to recall what we have learned and shared if the learned knowledge can be used. We also seek help from our tutor.

Interviewer: (9) Do you think it is a part of learning process in making mistakes?

Interviewee: I treat this internship programme as a kind of challenge to my self-development, professional development and a good chance for the career development. I admit learning is incremental and I am more than willing to take recommendations and comments from my on-site supervisors for improvement and knowledge acquisition.

Interviewer: (10) What are the role(s) of your on-site supervisor during your internship learning period, and what you expected?

Interviewee: I consider on-site supervisor is the only and core entity to allocate and guide our assigned tasks. My on-site supervisor is the facilitator to guide me to use my learned classroom knowledge in workplace. All of us conclude the needs for briefing and guidance from on-site supervisor is absolutely important. I think on-site supervisor is the best one to guide me on making judgment and to bring me and my teammate's competence for success at the assigned tasks.

Interviewer: (11) Does the degree of participation of on-site supervisor affect your experiential learning as well as the utilization of your classroom knowledge and skills?

Interviewee: If my supervisor do not instruct and give me direction, I will not be able to identify the factors and steps in achieving the assigned jobs such as the strategy on how to promote the Japanese property to Hong Kong potential buyers.
The briefing and guidance from on-site supervisor are absolutely important in particular

at the beginning stage. The on-site supervisor can take the role to encourage student interns to apply classroom learned knowledge for task completion.

The compliment from on-site supervisors is important and that encourage student interns to move forward and with high level of satisfaction.

Interviewer: (12) Can you conclude if you find you can apply classroom learned knowledge in the internship workplace setting?

Interviewee: All team members report our classroom learned knowledge and skills function are absolutely affecting our performance. We are happy that our on-site supervisor allocate us to work in different branch and we try to learn and apply our knowledge across different contexts, such as the usage of proper phone manner with standard conversation scripts that teach by on-site supervisor, or when we answering customer enquiries at the property branch.

Interviewer: (13) What kind of internship programme you think suitable for students?

Interviewee: A well organized and structured internship programme is very important to students, and it is good to have more challenging jobs and to have student interns involve in specific project.

Interviewer: (14) Any other comments

Interviewee: The team share among ourselves that we have experienced a continuous practice in incorporating previous learned knowledge in our internship with the guidance of their mentors.

Interviewer: Thank you for your time.

Student Intern 8

Interview Date	16 Sep, 2014	
Interview Venue	Campus (classroom 45)	
Interviewer	Programme Coordinator	
Interviewee	Student Intern 8	

Demographic background	Programme	Higher Diploma in Business Administration (Marketing)
	Gender	Female
	Age	23
	Working Experience	Data entry clerk in SME

Interview Setting   Respondent was given with a brief profile of all the modules they had studied and the 5 academic knowledge/skills categories of Floyd & Gordon (1998)

Interview:

Interviewer: (1) Please share what is your objective in joining the internship programme?

Interviewee: I have working experience as an office clerk before. To me, there is not much difference. Every work office is more or less the same, and I do not aim for working experience enhancement. I join the internship programme to a certain extent is following the peers.

Interviewer: (2) Can you recall what you have learnt during your studies (with the module brief given)? (Appendix 1)

Interviewee: The most impressive subject is Advertising and Promotion Management. I learn how to design an advertising promotional plan, the online advertisement pattern sharing in class. I also learn basic knowledge and theories of marketing, retailing, customer services, and selling skills. I also understand the foundation of accounting principles, this subject is boring and I find it is of no help to my job. I only can say it is a part of the entire programme that generic subject must have to be included. Language subject in particular English module is useful in terms of my writing skills and sentence structure enhancement. I also learn data searching and calculation by using SPSS software, the analytical skills have been built up.

Interviewer: **(3) Can you please (a) categorize the programme modules and (b) indicate what classroom learned knowledge and skills from various modules you feel to be given to each of the 5 academic/skills categories of Floyd and Gordon (1998)?**

Interviewee:

Floyd and Gordon (1998) 5 Academic Knowledge/Skills	Programme Modules vs Classroom Knowledge/Skills that Learned
Analytical Skills	Advertising and Promotion Management; Brighter English; Business Statistics; Guided Project; Human Resources Management; Introduction to Management; Negotiation Skills; Personal Selling and Sales Management; Principles of Marketing; Strategic Marketing
Computer Applications	Marketing Research
Creative Thinking	Advertising and Promotion Management; Guided Project; Negotiation Skills; Personal Selling and Sales Management
Information Search	Guided Project; Marketing Research
Problem Solving	Advertising and Promotion Management; Guided Project; Marketing Research; Personal Selling and Sales Management; Principle of Marketing; Strategy Marketing

Interviewer: **(4) Please tell me what tasks or jobs are assigned to you by your on-site supervisor during the internship.**

Interviewee: There are not many tasks assigned to me and my classmate. They include following up with customer's inquiries, inputting data, checking up and translate documents, basic clerical job such as photocopy and filing documents.

I shift among different sections and maintain good relationship with the people around me. They often offer to help me. I have no customer service experience and is in nervous in answering enquiries. Fortunately they teach me the basic phone communication and note-taking skills, and how to convey cases and inquiries to respective salesman for his/her follow ups.

Interviewer: (5) What knowledge and skills you think are required in order to achieve the assigned task or jobs that given?

Interviewee: I think the basic photocopying skills and to be a systematic and well-organized person are important. Since I have to do translation so the degree of accuracy, industry knowledge and the skill of information searching are essential too. I need to follow up customer inquiries, so good communication and social skills, good competence in telephone manner I guess are required.

Interviewer: (6) Please associate the modules in classroom delivered with the required knowledge/skills (you mentioned in previous question) in accomplishing the assigned tasks/jobs.

Interviewee:

Tasks that assigned in Internship	Perceived Association of Related-Modules in Classroom Learning
- banner/website/promotional materials/poster design - investigating potential customers - arranging seminar - company information update in webpage - product/company information/market trend (e.g. property market status in Japan) search on website and yearbooks - research questionnaire design and survey findings analysis and result presentation - photocopying	<u>Common Modules</u> - Computer Data Management; Computing for Business; Computer Data Management; Human Resources Management; Management Information System; Negotiation Skills; <u>Discipline Modules</u> - Personal Selling and Sales Management; Retailing and Service Marketing <u>Workshops</u> - Database/Information search workshops

Interviewer: **(7) How classroom knowledge and skills function in your internship experiential process?**

Interviewee: I will have confidence to give suggestions, to manage and accomplish tasks creatively if I were allowed to take up tasks totally instead of doing 'a bit here and there' and to meet deadline. Both I and my classmate think basic classroom knowledge though not 100% fully helpful or practical, they are essential for our reading practices when undertaking internship workplace at our first pace.

Interviewer: **(8) Please share what you will do when encountering problem?**

Interviewee: Both me and my classmates seldom meet our supervisor in the office. Her main concern is if we can meet the deadlines. When a problem is encountered we will not take any action until confirmation from our supervisor is received. Sometimes we seek help from the other staff assigned by our supervisor.

Interviewer: **(9) Do you think it is a part of learning process in making mistakes?**

Interviewee: Yes, I try to take initiative to suggest solution for problem. For example, I and my partner once deliver documents to client in person when we anticipate time is insufficient to wait for courier. I will try my best in meeting deadline that are assigned

Interviewer: **(10) What are the role(s) of your on-site supervisor during your internship learning period, and what you expected?**

Interviewee: Student interns should be accommodated in a well structured internship programme with assigned tasks not entirely clerical nature. Besides, my obligations and duties during the working experience should be clarified and explained in great details. I find myself in the dark working in a loose and unstructured programme.

Interviewer: **(11) Does the degree of participation of on-site supervisor affect your experiential learning as well as the utilization of your classroom knowledge and skills?**

Interviewee: I would like my on-site supervisor to be creative and willing to listen to new ideas. I and my partner sometimes feeling disappointed by the extent of almost zero guidance from on-site supervisor and their internship roles shift frequently.

Interviewer: **(12) Can you conclude if you find you can apply classroom learned knowledge in the internship workplace setting?**

Interviewee: My tasks are mainly clerical related assignments with no in-depth participations; I find no direct classroom knowledge application on my jobs.
As a new beginner, both I and my partner believe that, we will not identify the requirements and the working motives that require in the workplace, instead the principle that come to our mind is having classroom learned knowledge and skills as our supports.

But we find there are only a few connections between internship jobs and learned knowledge such as the common terms like inflation, opportunity cost, they also point out that modules like Computing for Business and Computer Data Management that learned in their studies are impractical, such as the knowledge on the evolution and evaluation of computer system; security and legal issues of computers; the specification of database models, schema, data updated and SQL system etc and we are hardly apply them in their internship practice.

Interviewer: **(13) What kind of internship programme you think suitable for students?**

Interviewee: I think a well organized one with assigned tasks base on the company's needs or on project base. I also hope the on-site supervisor can offer more guideline and support to student interns.

Interviewer: **(14) Any other comments**

Interviewee: N/A

Interviewer: Thank you for your time.

Student Intern 9

Interview Date   15 Sep, 2014

Interview Venue   Campus (classroom 45)

Interviewer   Programme Coordinator

Interviewee   Student Intern 9

Demographic background

Programme	Higher Diploma in Business Administration (Marketing)
Gender	Male
Age	20
Working Experience	Nil

Interview Setting   Respondent was given with a brief profile of all the modules they had studied and the 5 academic knowledge/skills categories of Floyd & Gordon (1998)

Interview:

Interviewer: (1) Please share what is your objective in joining the internship programme?

Interviewee: I am not sure if I can learn anything from the internship programme and the payment is not promising, I have no working experience, the reason I join this internship programme is the peers influence, I follow the peers.

Interviewer: (2) Can you recall what you have learnt during your studies (with the module brief given)? (Appendix 1)

Interviewee: I recall all the subjects I study are mostly related with foundational concept and knowledge such as accounting, computing, statistics and management. I am happy that I have quite a number of business and marketing related knowledge. The content of all specialized subjects are interesting but to me, I find them with very theoretical approaches. I learn calculation skills, basic computer software application. I find myself poor in analytical skill and it takes time to improve, but subject like Guided Project, Marketing Research and Strategic Marketing are useful and they teach me to make recommendation critically and the professional way of preparing the marketing and business plans.

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Interviewer: **(3) Can you please (a) categorize the programme modules and (b) indicate what classroom learned knowledge and skills from various modules you feel to be given to each of the 5 academic/skills categories of Floyd and Gordon (1998)?**

Interviewee:

Floyd and Gordon (1998) 5 Academic Knowledge/Skills	Programme Modules vs Classroom Knowledge/Skills that Learned
Analytical Skills	Advertising and Promotion Management; Brighter English; Business Statistics; Consumer Behaviour; Guided Project; Human Resources Management; Introduction to Management; Negotiation Skills; Personal Selling and Sales Management; Principles of Marketing; Strategic Marketing
Computer Applications	Computer Data Management; Marketing Research
Creative Thinking	Advertising and Promotion Management; Guided Project; Personal Selling and Sales Management
Information Search	Guided Project
Problem Solving	Advertising and Promotion Management; Guided Project; Marketing Research; Personal Selling and Sales Management; Principle of Accounting; Retailing and Service Marketing; Strategy Marketing

Interviewer: **(4) Please tell me what tasks or jobs are assigned to you by your on-site supervisor during the internship.**

Interviewee: I share the same assigned tasks with my partner. The tasks that assigned to me are customer's inquiries follow-up, data update and input, translation and cross check on documents, clerical jobs such as photocopy and filing.

I do not feel I am a part of any project. One day I am assigned to make photocopies and filing. An hour later, I am required to search market information with top urgency. Two hours later, my supervisor transfers me to work at the reception. Then, I am sitting in the office with nothing to do in the afternoon. The function and role of the on-site supervisor in our learning process is not effective.

Interviewer: (5) What knowledge and skills you think are required in order to achieve the assigned task or jobs that given?

Interviewee: I think working in an office, I need to be neat and tidy and well dressed. I also need to be a well organized and systematic person in order to accomplish the tasks of translation and checking. I need to have good telephone skill and manner, good customer service skills, a good sense of industrial trend and market situation.

Interviewer: (6) Please associate the modules in classroom delivered with the required knowledge/skills (you mentioned in previous question) in accomplishing the assigned tasks/jobs.

Interviewee:

Tasks that assigned in Internship	Perceived Association of Related-Modules in Classroom Learning
▪ banner/website/promotional materials/poster design ▪ investigating potential customers ▪ arranging seminar ▪ company information update in webpage ▪ product/company information/market trend (e.g. property market status in Japan) search on website and yearbooks ▪ research questionnaire design and survey findings analysis and result presentation ▪ photocopying	Common Modules ▪ Computer Data Management; Computing for Business; Computer Data Management; Human Resources Management; Management Information System; Negotiation Skills; Discipline Modules ▪ Personal Selling and Sales Management; Retailing and Service Marketing Workshops ▪ Database/Information search workshops

Interviewer: (7) How classroom knowledge and skills function in your internship experiential process?

Interviewee: I and my classmate think basic classroom knowledge though not 100% fully helpful or practical, they are essential for our reading practices when undertaking internship workplace at our first pace. I find I cannot identify any some of the classroom learned knowledge or skills can help me in the internship workplace in particular at the beginning of my experiential learning.

Interviewer: (8) Please share what you will do when encountering problem?

Interviewee: Since there is not many explanation and guidance for the tasks that assigned to us, plus, I and my classmates seldom meet our on-site supervisor in the office. When problem is encountered we will seek help and confirmation from our on-site supervisor or the other staff assigned by our on-site supervisor.

Interviewer: (9) Do you think it is a part of learning process in making mistakes?

Interviewee: Yes, but both I and my partner will take initiative to provide suggested solution for problem that encountered. For example, I and my partner once deliver documents to client in person when we anticipate time is insufficient to wait for courier. We try my best in meeting deadline that are assigned

Interviewer: (10) What are the role(s) of your on-site supervisor during your internship learning period, and what you expected?

Interviewee: The role of on-site supervisor is very important. From my experience, a well structure project based internship programme is essential. The guideline and support of on-site supervisor are important. I expected my on-site supervisor should always around to offer helping hands.

Interviewer: **(11) Does the degree of participation of on-site supervisor affect your experiential learning as well as the utilization of your classroom knowledge and skills?**

Interviewee: Yes, I think so, sometimes, I find the function and role of the on-site supervisor in our learning process are not effective, such as we could hardly contact the on-site supervisor, and detailed briefing and guidance are essential and the supervisor can guide us in applying classroom learned knowledge in the jobs.

Interviewer: **(12) Can you conclude if you find you can apply classroom learned knowledge in the internship workplace setting?**

Interviewee: All my assigned tasks are clerical related jobs and I have no chance to participate in the company's project or involve myself in tasks that are related to my disciplines and there is no chance of classroom knowledge application from my point of view.

Interviewer: **(13) What kind of internship programme you think suitable for students?**

Interviewee: I think a well structured internship programme is better for student intern to learn and experience. Students without working experience will find the pressure working in a new environment; in particular the assigned tasks are not well instructed. In order to have student intern apply their classroom learned knowledge, a project based internship programme is needed.

Interviewer: **(14) Any other comments**

Interviewee: Nil

Interviewer: **Thank you for your time.**

Student Inter 10

Interview Date   16 Sep, 2014

Interview Venue   Campus (classroom 45)

Interviewer   Programme Coordinator

Interviewee   Student Intern 10

Demographic background

Programme	Higher Diploma in Business Administration (Marketing)
Gender	Male
Age	21
Working Experience	Sales in retailing store (1/2 years)

Interview Setting   Respondent was given with a brief profile of all the modules they had studied and the 5 academic knowledge/skills categories of Floyd & Gordon (1998)

Interview:

Interviewer: (1) Please share what is your objective in joining the internship programme?

Interviewee: My objective in joining the internship programme is to enhance my resume, and originally I prefer to have the chance working in advertising or marketing company however, since there is only a few sponsoring companies, and I was assigned working for a printing company.

Interviewer: (2) Can you recall what you have learnt during your studies (with the module brief given)? (Appendix 1)

Interviewee: I appreciate that all specialized subjects are interesting and I enjoy studying marketing or business related subjects. I learn how to apply marketing concepts in my daily life. I also learn the development of organizational behaviour, the history of management theories and concepts. I understand how advertising and marketing companies are operated. I also touch based on budgeting and forecasting in specialized subjects. For computing related subjects, I learn not much from them, and my comment is they are not useful and practical. I suggested computing related subjects have to be replaced by useful and practical contents. For language related subjects such as Putonghua enhance my conversation and communication skills. Principles of Accounting and Business Statistics train my sense on numbers.

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Interviewer: (3) Can you please (a) categorize the programme modules and (b) indicate what classroom learned knowledge and skills from various modules you feel to be given to each of the 5 academic/skills categories of Floyd and Gordon (1998)?

Interviewee:

Floyd and Gordon (1998) 5 Academic Knowledge/Skills	Programme Modules vs Classroom Knowledge/Skills that Learned
Analytical Skills	Advertising and Promotion Management; Business Statistics; Consumer Behaviour; Guided Project; Introduction to Management; Negotiation Skills; Personal Selling and Sales Management; Principles of Accounting; Principles of Marketing; Strategic Marketing
Computer Applications	Computing for Business
Creative Thinking	Advertising and Promotion Management; General Putonghua; Guided Project; Negotiation Skills; Personal Selling and Sales Management
Information Search	Consumer Behaviour; Guided Project
Problem Solving	Advertising and Promotion Management; Guided Project; Marketing Research; Personal Selling and Sales Management; Principles of Marketing; Retailing and Service Marketing; Strategy Marketing

Interviewer: (4) Please tell me what tasks or jobs are assigned to you by your on-site supervisor during the internship.

Interviewee: The tasks that assigned to me are customer's inquiries follow-up, data update and input, cold calls, assist in organizing schedule for material printing, document checking up, clerical job such as photocopying, checking and filing documents.
I find the internship is boring because the majority of my duties are inputting data, photocopying and filing documents.

Interviewer: **(5) What knowledge and skills you think are required in order to achieve the assigned task or jobs that given?**

Interviewee: I think good communication and social skills as well good telephone manner are important. Besides, skillful and good customer services skill a must for my jobs. Since I am assigned to make cold calls, I need to have the basic concept on the financial products and the operational procedures and standard of financial market. Second language competence is essential for I may face potential clients from Mainland China.

Interviewer: **(6) Please associate the modules in classroom delivered with the required knowledge/skills (you mentioned in previous question) in accomplishing the assigned tasks/jobs.**

Interviewee:

Tasks that assigned in Internship	Perceived Association of Related-Modules in Classroom Learning
- banner/website/promotional materials/poster design - investigating potential customers - arranging seminar - company information update in webpage - product/company information/market trend (e.g. property market status in Japan) search on website and yearbooks - research questionnaire design and survey findings analysis and result presentation - photocopying	Common Modules - Brighter English; Negotiation Skills, Principles of Marketing Discipline Modules - Personal Selling and Sales Management; Retailing and Service Marketing

Interviewer: (7) How classroom knowledge and skills function in your internship experiential process?

Interviewee: I have never been given responsibility to manage a task. I do not need to participate in any decision making and/or initiating ideas so I just follow exactly what I was instructed and assigned to do.

Interviewer: (8) Please share what you will do when encountering problem?

Interviewee: I do not encounter any problem because all my assigned tasks are tedious and routine and I do not encounter any big problem as I have no chance in participating in big project or work across departments.

Interviewer: (9) Do you think it is a part of learning process in making mistakes?

Interviewee: Yes, since there is not much chance for me to practice or to apply classroom learned knowledge, there is not much I can share.

Interviewer: (10) What are the role(s) of your on-site supervisor during your internship learning period, and what you expected?

Interviewee: On-site supervisor's teaching and guidance are important in my situation. Both I and my classmate have the same opinion that we find the participation of our on-site supervisor in facilitating our learning depends very much on how busy she is. We agree the full support of on-site supervisor and her encouragement are important.

Interviewer: (11) Does the degree of participation of on-site supervisor affect your experiential learning as well as the utilization of your classroom knowledge and skills?

Interviewee: Yes, I agree on-site supervisor is the one most suitable to guide my assigned tasks and to facilitate us on the transfer of classroom knowledge in workplace, such as skills in dealing with customer inquiry, so student intern to follow the instructions of their on-site supervisors are the best.

Interviewer: **(12) Can you conclude if you find you can apply classroom learned knowledge in the internship workplace setting?**

Interviewee: Both I and my partner use the metaphor of 'zero recalls' to describe the extreme situation and argue that the classroom learned knowledge and concepts are incompatible. There are no classroom knowledge and skills I can apply for, partly because my assigned tasks are loose and not business disciplines related. I cannot recall what I have learnt, the tasks are not challenged and classroom knowledge with little help.

Interviewer: **(13) What kind of internship programme you think suitable for students?**

Interviewee: I recall the job duties require no in-depth of my participations. Both I and my partner share that our internship experience are unhappy and quote our word we are being treated as cheap labour. Our internship programme is not a planned one, it discourages us from taking initiative to seek solution for problems and to apply learned from classroom to their internship learning.

Interviewer: **(14) Any other comments**

Interviewee: Nil

Interviewer: Thank you for your time.

Student Intern 11

Interview Date   17 Sep, 2014

Interview Venue   Campus (classroom 45)

Interviewer   Programme Coordinator

Interviewee   Student Intern 11

Demographic background

Programme	Higher Diploma in Business Administration (Marketing)
Gender	Male
Age	20
Working Experience	Nil

Interview Setting   Respondent was given with a brief profile of all the modules they had studied and the 5 academic knowledge/skills categories of Floyd & Gordon (1998)

Interview:

Interviewer: (1) Please share what is your objective in joining the internship programme?

Interviewee: I simply take the offer when the programme coordinator introduced that to me during the class.

Interviewer: (2) Can you recall what you have learnt during your studies (with the module brief given)? (Appendix 1)

Interviewee: Since my major study in my secondary school is Business and Accounting, I already came across all basic concepts so I think what I can learn is the enhancement of my concept and knowledge, plus I learn critical thinking via case sharing, group discussion and individual assignment. The English subject is useful to me for I have poor English competence both in speaking and writing. Subject Guided Project is new to me and I learn information searching skill, referencing format, and data analysis skills. Computer subject is too programming and not practical.

Interviewer: (3) Can you please (a) categorize the programme modules and (b) indicate what classroom learned knowledge and skills from various modules you feel to be given to each of the 5 academic/skills categories of Floyd and Gordon (1998)?

Interviewee:

Floyd and Gordon (1998) 5 Academic Knowledge/Skills	Programme Modules vs Classroom Knowledge/Skills that Learned
Analytical Skills	Advertising and Promotion Management; Brighter English; Business Statistics; Consumer Behaviour; Guided Project; Human Resources Management; Marketing Research; Negotiation Skills; Personal Selling and Sales Management; Strategic Marketing
Computer Applications	Marketing Information System
Creative Thinking	Guided Project; Personal Selling and Sales Management
Information Search	Brighter English; Consumer Behaviour; Guided Project
Problem Solving	Guided Project; Marketing Research; Personal Selling and Sales Management; Principle of Accounting; Strategy Marketing

Interviewer: (4) Please tell me what tasks or jobs are assigned to you by your on-site supervisor during the internship.

Interviewee: My classmate and I have the same assigned tasks, they are customer's inquiries follow-up, data update and input, translation and cross check on documents, clerical jobs such as photocopying and filing. Most of my jobs are taking order for filing, moving files to store room for stock taking and photo-making copies, these tasks were my major duties during my internship times.

Interviewer: (5) What knowledge and skills you think are required in order to achieve the assigned task or jobs that given?

Interviewee: Good communication and social skills are the core elements in making cold calls, and during the liaison with printing company for material printing schedule. In additional, well organized and systematic working attitude are required.

Interviewer: (6) Please associate the modules in classroom delivered with the required knowledge/skills (you mentioned in previous question) in accomplishing the assigned tasks/jobs.

Interviewee:

Tasks that assigned in Internship	Perceived Association of Related-Modules in Classroom Learning
- banner/website/promotional materials/poster design - investigating potential customers - arranging seminar - company information update in webpage - product/company information/market trend (e.g. property market status in Japan) search on website and yearbooks - research questionnaire design and survey findings analysis and result presentation - photocopying	Common Modules - Brighter English; Negotiation Skills, Principles of Marketing Discipline Modules - Personal Selling and Sales Management; Retailing and Service Marketing

Interviewer: (7) How classroom knowledge and skills function in your internship experiential process?

Interviewee: I try to recall and apply what I have learned in my sub-degree studies to my working aptitude but I find them inappropriate during my internship learning.

Interviewer: **(8) Please share what you will do when encountering problem?**

Interviewee: Yes, but both I and my partner will take initiative to provide suggested solution for problem that encountered. I try to recall what I have acquired in my studies that can support my works

Interviewer: **(9) Do you think it is a part of learning process in making mistakes?**

Interviewee: Yes, but not much to share.

Interviewer: **(10) What are the role(s) of your on-site supervisor during your internship learning period, and what you expected?**

Interviewee: I think the needs for briefing and guidance from on-site supervisor is absolutely important at the beginning, even though the nature of our assigned tasks is not my discipline related. The role of on-site supervisor is to encourage student interns to recall classroom learned knowledge for task completion. The role of on-site supervisor is essential in particular when the internship programme starts, I cannot identify if classroom knowledge can help I think with some guideline and explanation on the expectation and requirement of assigned tasks, I may be about to recall some classroom learned knowledge and apply to my tasks.

I admit that the role of my on-site supervisor is important in guiding me throughout the entire learning process. Although I have no chance to apply my classroom learned knowledge, my supervisor encourages me to ask questions, demonstrates to me the proper working procedures such as the format of preparing a systematic excel document and the manner of answering customer enquiries

Interviewer: **(11) Does the degree of participation of on-site supervisor affect your experiential learning as well as the utilization of your classroom knowledge and skills?**

Interviewee: My task accomplishment is depending on the encouragement and positive feedback of my supervisor. If I want to be successful in all my task accomplishment I have to depend totally on the teaching, encouragement and timely feedback of my on-site supervisor. My on-site supervisor guides me throughout the entire learning process, and that is the key role of on-site supervisor.

Interviewer: **(12) Can you conclude if you find you can apply classroom learned knowledge in the internship workplace setting?**

Interviewee: I use the metaphor of 'zero recalls' to describe the extreme situation and argue that the classroom learned knowledge and concepts are incompatible. There is no need and no chance to manage the assigned tasks base on classroom knowledge.

Interviewer: **(13) What kind of internship programme you think suitable for students?**

Interviewee: There is no requirement for us to have in-depth participation in the job duties during the entire partnership programm. I and my classmate share that our internship experience are unhappy and quote our word we are being treated as cheap labour and our programme is not a planned well-structured one. So my conclusion is a well organized and structured internship with the full participation of on-site supervisor are very important for successful internship learning.

Interviewer: **(14) Any other comments**

Interviewee: Nil

Interviewer: **Thank you for your time.**

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Student Intern 12

Interview Date   18 Sep, 2014

Interview Venue   Campus (classroom 45)

Interviewer   Programme Coordinator

Interviewee   Student Intern 12

Demographic background

Programme	Higher Diploma in Business Administration (Marketing)
Gender	Female
Age	20
Working Experience	Nil

Interview Setting   Respondent was given with a brief profile of all the modules they had studied and the 5 academic knowledge/skills categories of Floyd & Gordon (1998)

Interview:

Interviewer: (1) Please share what is your objective in joining the internship programme?

Interviewee: I really appreciate the opportunity of having an internship experience and the reason I join it is to enhance my resume, besides, I hope to enlarge my networking. I regard internship experience as a positive variable that affirm my practical working knowledge and skills.

Interviewer: (2) Can you recall what you have learnt during your studies (with the module brief given)? (Appendix 1)

Interviewee: I have never learnt business and marketing related subjects. All the specialized subjected are new to me and I have learnt the marketing concepts, the operation procedure of a retailing store, customer buying behaviour etc, they are theories but at the same time l learned how to plan a marketing plan, how to analysis a market, the needs of potential customers, and how to design a questionnaire for field survey. They both enhance my analytical skill and critical thinking. Besides, my sense to statistics, numbers, and figures has been improved. I do not play much attention on computer subjects for they are not close to my daily life or practical enough for my assignment and group project.

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Interviewer: (3) Can you please (a) categorize the programme modules and (b) indicate what classroom learned knowledge and skills from various modules you feel to be given to each of the 5 academic/skills categories of Floyd and Gordon (1998)?

Interviewee:

Floyd and Gordon (1998) 5 Academic Knowledge/Skills	Programme Modules vs Classroom Knowledge/Skills that Learned
Analytical Skills	Advertising and Promotion Management; Brighter English; Business Statistics; Introduction to Management; Negotiation Skills; Personal Selling and Sales Management; Principles of Marketing; Strategic Marketing
Computer Applications	
Creative Thinking	Advertising and Promotion Management; Guided Project; Negotiation Skills; Personal Selling and Sales Management
Information Search	Marketing Research
Problem Solving	Guided Project; Marketing Research; Personal Selling and Sales Management; Principles of Marketing; Retailing and Service Marketing; Strategy Marketing

Interviewer: (4) Please tell me what tasks or jobs are assigned to you by your on-site supervisor during the internship.

Interviewee: My assigned tasks include: data input, organize customer's database, online information searching on product, competitor and market trend, photocopy and file documents, follow up customer's inquiries. I am excited when I was informed to participate in a life advertisement shot. I plan ahead trying to achieve the standard and meet the requirement of my mentor and I do not want to disappoint him.

Interviewer: (5) What knowledge and skills you think are required in order to achieve the assigned task or jobs that given?

Interviewee: I think I need marketing concepts, be creative for advertising shot, I also need to have good online information and key word searching skills. I need to be sense on industry

and market trend and updates.   Good communication and social skills with proper telephone manner and good customer service skills are a must.

Interviewer: (6) Please associate the modules in classroom delivered with the required knowledge/skills (you mentioned in previous question) in accomplishing the assigned tasks/jobs.

Interviewee:

Tasks that assigned in Internship	Perceived Association of Related-Modules in Classroom Learning
▪ banner/website/promotional materials/poster design ▪ investigating potential customers ▪ arranging seminar ▪ company information update in webpage ▪ product/company information/market trend (e.g. property market status in Japan) search on website and yearbooks ▪ research questionnaire design and survey findings analysis and result presentation ▪ photocopying	<u>Common Modules</u> ▪ Negotiation Skills, Principles of Marketing <u>Discipline Modules</u> ▪ Advertising and Promotion Management, Marketing Research, Personal Selling and Sales Management; Retailing and Service Marketing, Strategic Marketing

Interviewer: (7) How classroom knowledge and skills function in your internship experiential process?

Interviewee: I realize what I expect on the amount of classroom learned knowledge to be used in order to accomplish my assigned tasks, in reality, I do not use them. Such as my role is to schedule customer's booking and to confirm appointment, no classroom knowledge is required. For advertising shot, I only need to prepare the accessories for the model, there is nothing related with classroom learned knowledge.

Interviewer: (8) Please share what you will do when encountering problem?

Interviewee: I take the passive role when encountering problem. My situation is I only worked at a maximum of two days per week and the worst scenario is the colleagues use jargon a lot during their communication and I can hardly join in their conversation. For any job related issues they will prefer me to seek from my on-site supervisor and the feeling is not good.

Interviewer: (9) Do you think it is a part of learning process in making mistakes?

Interviewee: Yes, I think so, but the frequency of making mistake can be reduced to minimum if I follow all the instruction of my on-site supervisor.

Interviewer: (10) What are the role(s) of your on-site supervisor during your internship learning period, and what you expected?

Interviewee: At the beginning, the tasks are assigned and briefed by my supervisor, and I find it is important. Otherwise, I am totally blind especially as I never have any working experience in the business field. For any job related issues my colleagues prefer me seek help from my on-site supervisor and the feeling is not good. But it is the role of on-site supervisor I guess to be there for help.

Interviewer: (11) Does the degree of participation of on-site supervisor affect your experiential learning as well as the utilization of your classroom knowledge and skills?

Interviewee: Yes, I follow exactly my supervisor's direction and guidance. He is always in the office and offers me his helping hand. I have instructions from 4 different on-site mentors on my routine tasks. I am confused for I have to achieve different requirements from different supervisors. There is no help in the knowledge application.

Interviewer: (12) Can you conclude if you find you can apply classroom learned knowledge in the internship workplace setting?

Interviewee: I find common sense is important in working environment but classroom knowledge is not practical.

Interviewer: (13) What kind of internship programme you think suitable for students?

Interviewee: The role of on-site supervisor as a mentor is very important, his/her role is to provide guideline, instruction and help to students. So a close relationship between school and on-site supervisor is important, because they can offer help together to the student interns.

Interviewer: (14) Any other comments

Interviewee: Nil

Interviewer: Thank you for your time.

On-site Supervisor Interview Transcript

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<u>**On-site Supervisor 1**</u>

Interview Date   26 Feb, 2015

Interview Venue   Company

Interviewer   Programme Coordinator

Interviewee   On-site Supervisor 1

No of Student Interns   6

Company Nature   Property Agency

Interview Setting   Respondent Interview with open-ended questions in respective to Seltzer
                              and Bentley's principle (1999)

<u>**Interview:**</u>

Interviewer: (1) What is the working attitude of student interns?

Interviewee: I acknowledge the working attitude and behaviour of my mentees. They always take
               initiative to find solutions for problems and pay great attention to assigned tasks. They
               carry positive attitude and value the experiential learning opportunity, and they share
               with me their goal is to be a marketer or set up their own business. They had
               expectations from their mentor and from the internship learning.

Interviewer: (2) How student interns behave when tasks are assigned?

Interviewee: My student interns always take the act role when tasks are assigned to them, they always
               willing to take opportunity to learn and to do. I realize they are full of confidence in
               their competence in particular the team leader, though they are inexperience. I know
               some of them are aimed at acquiring marketing and business knowledge through the
               internship training apart from enhancing his/her resume.
               I am happy to say my mentees are willing to invest their time and energy fully in order
               to accomplish all the assigned tasks and they are fully dependability.

Interviewer: (3) Please describe how student interns act when they encounter problem.

Interviewee: I recall student interns are acting actively no matter tasks are assigned or when problems are encountered. I can tell from their working behaviour and attitude that they recognize learning is incremental and allow the learner to make mistake and so they do not hide their errors and appreciate they always try and to experience. They treat each task and problem seriously. Such as, they will bring their notebook back when they alert a special software is required for the design of an online banner, they take the initiative and formulate new question before problem comes out. I also know they have sought advice from their tutor on the design of survey questionnaire. They seek help from me only if they cannot manage to find out the solution. I highly appreciated their working performance and their positive responses.

The core element is the self-recognition of student interns that they have to engage fully in the internship programme to accomplish assigned tasks and to get involved in resolving problems.

Interviewer: (4) What do you think about the learning ability and work quality of student intern(s)?

Interviewee: Student interns are full of energy and willing to take the initiative to perform and they always carry positive learning attitude. I am satisfied with their performance. I think most important is how student interns believe and expect if the internship experience can say enhance their personal grow or can enrich their knowledge, their behavior and performance are characterized by their beliefs.

Interviewer: (5) Will you request or expected student interns to apply their classroom learned knowledge and skills in the assigned tasks?

Interviewee: Yes, I find that is important for their practical learning. I give compliments to my student interns. I acknowledge their initiatives to check on classroom learned knowledge and transfer them in a real business situation. With those practices and experience, the learning-practical development adds value to their development.

Interviewer: **(6) What type of condition(s) within internship setting you think could stimulate student interns in their knowledge and skills application?**

Interviewee: I think a well structured internship programme on project base that are related to students' studies are essential. Quote my case, my mentees have shown their enthusiasm, interest and willingness working on my assigned tasks. Besides, to offer them chances working in different division and to communicate with different staff in the company that can stimulate them in recalling their learned knowledge and if possible using them in accomplishing their tasks.

I agree sometimes it is better and more appropriate for student interns to start their experiential learning with simple and basic clerical tasks, working and learning in a progression way that best to their advantages.

Interviewer: **(7) Will you offer student interns chance working in different context to enhance their exposure?**

Interviewee: I have offered student interns chances working in different departments such as they have to work with different property salesman in our various branches about once to twice per week. I also arrange them to visit our branch in China once per month to share the market information with local property staff. The aim is to facilitate them with adequate and rich learning contexts and to interact with different stakeholders for self enhancement.

Interviewer: **(8) What is the relationship of student interns with other office working partners?**
Interviewee: There is no issue on the relationship of student interns with other staff. They sometimes go for lunch together but not very frequent, for the working hours of my staff are flexible and they always not in the office.

Interviewer: **(9) What do you think is the role of on-site supervisor during the internship learning period?**

Interviewee: I think the roles of on-site supervisor are very important in guiding and offering learning chances to student interns. So I will conduct a briefing and debriefing everyday aim at giving them guidance and telling them my expectation, at the end of each day I need to know what they are up to and what problems they have been encountered for improvement. Besides, I find a briefing section conducted by the education institute to

educate student interns to understand the objectives of participating in the programme is necessary. Besides, it is important to let the on-site supervisors know more about character of individual student intern for their preparation and the allocation of task assignments. I believe student interns can better transfer their learned knowledge to the internship working environment if that could be achieved.

Interviewer: (10) Overall do you think student interns are ready to invest their time and energy in using their knowledge and skills in accomplishing the assigned tasks?

Interviewee: I am highly appreciated to the positive working attitude of my mentees. The team has shown their abilities to apply marketing concepts and theories such as target customer segmentation, business strategy plan, budget calculation that they learned in classroom into their internship learning, majority of their solutions are more on academic nature but I appreciate their bravery to try and their manner to seek ways in solving problems. It is impressive when I receive the marketing and promotional plan, that my mentees manage to analyze the property market with proper marketing terms and to apply Maslow's Hierarchy of Needs theory to analyze customers' needs.

Interviewer: (11) Any other comments

Interviewee: I have high level of satisfaction with my mentees. They have shown the ability to apply classroom learned knowledge such as marketing, advertising and business concepts, creativity, computer and presentation skills across different contexts, they enjoy the challenge of working on a project which is related with their study discipline.

Interviewer: Thank you for your time.

On-site Supervisor 2

Interview Date   7 Mar, 2015

Interview Venue   Company

Interviewer   Programme Coordinator

Interviewee   On-site Supervisor 2

No of Student Interns   1

Company Nature   Marketing

Interview Setting   Respondent Interview with open-ended questions in respective to Seltzer and
                            Bentley's principle (1999)

Interview:

Interviewer: (1) What is the working attitude of student interns?

Interviewee: I realize my mentees do not study or try to understand the background and business
              nature of my company prior to the start of his internship. It seems to me that he has no
              preparation for the internship.

Interviewer: (2) How student interns behave when tasks are assigned?

Interviewee: I realize my mentee behaves inactive in his assigned tasks. At the level of judgment
              skills, I find he is not up to my expectation. I realize my mentee focuses much of his
              working time and energy on preparing event schedule and sending reminders to clients.
              Those are the tasks he is interested in. However, he will delay working on tasks he
              dislikes or tasks he lacks of confidence to do such as making cold calls. He never
              prioritizes his assigned tasks and he is depending on the suggestion of his on-site
              supervisor or his working partners.

Interviewer: (3) Please describe how student interns act when they encounter problem.

Interviewee: I realize it is either me or my office co-workers provides full instruction to the mentee
              when problems have been encountered. The fact is he will respond slowly when
              problems are encountered such as he will wait for my instruction for direction, guidance
              and confirmation otherwise; he will run away from taking the responsibility for example,

the first feedback of my student intern is to seek help from whoever sitting next to him for his assigned tasks.

Interviewer: **(4) What do you think about the learning ability and work quality of student intern(s)?**

Interviewee: I find the learning ability of my mentee is not that bad, it is he is careless and passive; he never crosses checked on the works such as the font size, calculations and spelling. Besides, he has inconsistence working behavior he is willing to spend time and energy to accomplish task such as to organize event but show indifferent for jobs like photocopying and checking documents.

Interviewer: **(5) Will you request or expected student interns to apply their classroom learned knowledge and skills in the assigned tasks?**

Interviewee: I admit that in reality, I cannot participate fully in guiding and helping my mentee partly because he works only twice per week however, the nature of marketing industry is dynamic of which it requires immediate response and quick decision. I think the most effective way for student interns to learn, to experience and to apply their knowledge is to have them participated in a project and working closely together with the on-site supervisor. Under such circumstance, on-site supervisor can have his/her contribution in applying mentoring whilst student interns can learn and earn experience by trying or by making mistakes for learning, with the support and guidance from me. In order to have the best performance of student interns it is better to give them basic clerical tasks at the beginning and let them learn their experience in a progression way. Besides, it is risky to allow student interns to have direct contact with clients if they do not have relevant experience.

Interviewer: **(6) What type of condition(s) within internship setting you think could stimulate student interns in their knowledge and skills application?**

Interviewee: I think a well designed training programme on project-base is important and absolutely can help student interns in applying classroom knowledge and skills, such as my case, I have my mentee to assist in organizing and scheduling event, it is a small part of the big company project, the student intern is happy for this kind of job. Besides, the full support from the education institute, the frequent communication between designated persons and the preparation to enhance the readiness of student interns will definitely

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impact the result of the programme. I agree education institute, on-site supervisor and programme coordinator have to be involved in every single stage from the design to the evaluation of the entire internship programme. By doing that, student interns are required to transfer their classroom knowledge to the internship setting which will result in a win-win situation for both student interns and the sponsoring company.

I will have my mentee participated more on marketing events if the entire internship is designed on a project basis of longer duration.

Interviewer: (7) Will you offer student interns chance working in different context to enhance their exposure?

Interviewee: As stated, owing to the nature of the business, and frankly speaking my clients have no patience but require instant feedback and consultation on their enquiries, so basic clerical tasks that focus only on one to two contexts are unavoidable for the non-continuous working pattern of the internship programme for my mentee.

Interviewer: (8) What is the relationship of student interns with other office working partners?

Interviewee: The relationship is fine, sometimes; the student intern will have lunch with other office staff.

Interviewer: (9) What do you think is the role of on-site supervisor during the internship learning period?

Interviewee: On-site supervisor must take the guiding role and if possible to understand the objective of student intern of participating the internship programme. It is important for the on-site supervisor to know what character individual student intern has for the preparation and the design of task assignments. Student interns can transfer their learned knowledge to the internship working environment under the stated scenario.

Interviewer: (10) Overall do you think student interns are ready to invest their time and energy in using their knowledge and skills in accomplishing the assigned tasks?

Interviewee: I find my mentee does not engage himself fully in accomplishing assigned tasks, I do not think he will recall or to incorporate their learned knowledge into their practical learning, and there are no obvious evidences that he has applied learned classroom knowledge and skills in the business workplace internship. Frankly speaking, the jobs

that I assign to the mentee, owing to the nature of the assigned tasks, in the internship programme, there is no need for my mentees to use classroom learned knowledge and skill to accomplish the assigned tasks.

Interviewer: **(11) Any other comments**

Interviewee: Nil

Interviewer: **Thank you for your time.**

<u>**On-site Supervisor 3**</u>

Interview Date   13 Mar, 2015

Interview Venue   Company

Interviewer   Programme Coordinator

Interviewee   On-site Supervisor 3

No of Student Interns 2

Company Nature   Publisher

Interview Setting   Respondent Interview with open-ended questions in respective to Seltzer and Bentley's principle (1999)

<u>**Interview:**</u>

Interviewer: (1) What is the working attitude of student interns?

Interviewee: The working attitudes of my mentees are good they are responsible. They are willing to accept criticism and recommendations and take them as self-improvement. They are quiet students and hard working.

Interviewer: (2) How student interns behave when tasks are assigned?

Interviewee: My 2 mentees are above average on time management. To meet is very important in the publishing industry in particular the completion of editing article on time for mass printing. My mentees managed to complete the assigned tasks within time limits. It is impressive that most of student interns are willing to accept recommendations

Interviewer: (3) Please describe how student interns act when they encounter problem.

Interviewee: I realize my mentees take initiative to suggest solution for problem. For example, they will deliver documents to client in person when they anticipate time is insufficient to wait for courier.

Interviewer: **(4) What do you think about the learning ability and work quality of student intern(s)?**

Interviewee: The learning ability of my mentees is good and positive. They always take the initiative to give suggestions hoping to have a better result in their performance.

Interviewer: **(5) Will you request or expected student interns to apply their classroom learned knowledge and skills in the assigned tasks?**

Interviewee: I admit that in reality work pressure definitely exists for student interns to face. Different working styles and regulations from different divisions, however, will reinforce their confidence and communication skills. If a well structured project base internship programme is provided, I will expect and encourage student interns to recall their learned knowledge and try to apply in real business environment. It is risky to allow student interns to face the client directly in their internship period, so it is unavoidable that basic clerical duties will occupy a large portion of their entire internship experience.

Interviewer: **(6) What type of condition(s) within internship setting you think could stimulate student interns in their knowledge and skills application?**

Interviewee: I will definitely assign my mentees to work and experience in different divisions if their internship programme can be well structured with sufficient time for this kind of arrangements".
It is definitely correct, to have a structured and comprehensive internship programme established before internship kickoff is essential, I am sure a well designed experiential training programme with a longer duration (the existing one only lasted for a maximum of 59 calendar days), I can be able to tailor-make an internship programme for my mentees on project-based assignment.
I think that can stimulate student interns in their knowledge and skills application.

Interviewer: **(7) Will you offer student interns chance working in different context to enhance their exposure?**

Interviewee: As stated, the nature of publication industry is seasonal; there are not many jobs/projects with various job contexts I can offer to my student interns during low season; and the short duration of the programme is an issue for the mode of experience.

I think if more job chances and diversity are offered, I will then can have significant interactions with my mentees and main effects will definitely find on providing learning platform across different contexts and offering timely and professional advice to them.

Interviewer: (8) What is the relationship of student interns with other office working partners?

Interviewee: There is no issue in their relationship with the other working partners, they are getting along fine.

Interviewer: (9) What do you think is the role of on-site supervisor during the internship learning period?

Interviewee: I think the roles of on-site supervisor are to offer student interns the best work task for them to learn and experience, it should be in a systematic and pragmatic way aims at allowing student interns to contribute their engagement fully and in return, achieve the practical learning outcomes. I admit that I may not be in the office all the time and I think that may affect their learning and understand the guidance, support and instruction as the on-site supervisor are very important to student interns.

Interviewer: (10) Overall do you think student interns are ready to invest their time and energy in using their knowledge and skills in accomplishing the assigned tasks?

Interviewee: My mentees will try their best in meeting deadline that are assigned. I have to admit that not many tasks are assigned to them or their tasks are well instructed but I still consider my mentees as problem solvers, though I find no evidence to conclude if any classroom knowledge transformation exists during their internship.

Interviewer: (11) Any other comments

Interviewee: Nil

Interviewer: Thank you for your time.

_____

On-site Supervisor 4

Interview Date   16 Mar, 2015

Interview Venue   Company

Interviewer   Programme Coordinator

Interviewee   On-site Supervisor 4

No of Student Interns 2

Company Nature   Printing

Interview Setting   Respondent Interview with open-ended questions in respective to Seltzer and Bentley's principle (1999)

Interview:

Interviewer: (1) What is the working attitude of student interns?

Interviewee: I recall one of my mentees explains he simply replied "yes" with no idea what he will face when an internship programme was announced in class by the programme coordinator. I agree it depends very much on the readiness of student interns if he or she wants to pursuit the goals through the internship programme. In my case, I can hardly feel they have focused their attention to pursuit any particular goal in the internship.

Interviewer: (2) How student interns behave when tasks are assigned?

Interviewee: I find the performance of one of my mentees is not up to my expectation for example, he hesitates to make progress of the task even though I have already notified him that both options are fine with me. He also tries to avoid tasks that he dislikes such as making cold calls, and I find his engagement is not focused and he behaves passively sometimes.
I also realize it is obviously that the work quality of both mentees diminished when approaching the programme ends, they are lacking of persistence.

Interviewer: (3) Please describe how student interns act when they encounter problem.

Interviewee: It is great that one mentee takes my advice and suggested answer when unsolved problems were encountered. However, the other mentee was less attentive and avoided

problems. For example he kept silent during our discussion and he was unclear about his task when asked. I think the possible explanation is they might have different objective to pursuit from the internship programme, I understand one mentee prefers his internship in a marketing or advertising workplace setting; and do not take internship experience seriously and afraid to make mistakes.

Interviewer: **(4) What do you think about the learning ability and work quality of student intern(s)?**

Interviewee: One student intern is passive and run away from the problems. The other is active and is excited when offering him the chance to make cold calls, he reacts actively.

Interviewer: **(5) Will you request or expected student interns to apply their classroom learned knowledge and skills in the assigned tasks?**

Interviewee: My mentees work twice per week. Unfortunately, the production nature in printing industry requires precise information and frequent contacts. Therefore, there were no diverse working contexts I can provide to student interns. Instead routine tasks such as photocopying, filing and document scanning become their major duties. In such situation, I hope student interns can try to apply their learned knowledge, but I will not expect that for the assigned tasks are not on project base instead they may be coming from various small portion of the company's project.

Interviewer: **(6) What type of condition(s) within internship setting you think could stimulate student interns in their knowledge and skills application?**

Interviewee: I think the close relationship between student interns and their on-site supervisor are very important. Besides, a well design internship programme with reasonable learning time is essential too. The trust between on-site supervisor and the mentees are necessary. I think that can stimulate student interns in their knowledge and skills application. Besides, clerical jobs cannot be avoided; I find it is risky if student interns contact clients directly in particular if they have no working experience in dealing with customers. They have to learn in a progression way.

Interviewer: **(7) Will you offer student interns chance working in different context to enhance their exposure?**

Interviewee: I realize one of her student interns responds passively to unstructured tasks when he is ask to shift roles between different sections such as he is happy working on information searched on line, but upset working in the counter as receptionist for he reflects his negative feeling working on the front desk. I think the barriers for the student intern not to participate fully in different division or context is lack of confidence.
If the internship programme can allow a longer learning period for the student interns, I will design a programme that could allow them to work in different context as to enhance their exposure and to increase their self-confidence.

Interviewer: **(8) What is the relationship of student interns with other office working partners?**

Interviewee: I find they do not take the active role to know people or to establish bonds with other office colleagues.

Interviewer: **(9) What do you think is the role of on-site supervisor during the internship learning period?**

Interviewee: I think the role of on-site supervisor, as per my mentorship style, is to offer invisible hands with minimal interruption but greatest support. I discover this supervision style seems not working with my two mentees, in most of the scenarios they prefer following instructions from their on-site supervisors, of which, I seldom do as that is not my supervision style and objective. So they may think I am too busy to guide them or to give them very detailed instruction. From the experience, I think on-site supervisor should provide full support and detailed guidance to student interns and most important to encourage them when problems are encountered.

Interviewer: **(10) Overall do you think student interns are ready to invest their time and energy in using their knowledge and skills in accomplishing the assigned tasks?**

Interviewee: Overall, I can say, one of my mentees are willing to work overtime and ready to devote his time and energy to accomplish assigned tasks, whilst the other one fail in doing that.

Interviewer: **(11) Any other comments**

Interviewee: Nil

Interviewer: Thank you for your time.

On-site Supervisor 5

Interview Date   21 Mar, 2015

Interview Venue   Company

Interviewer   Programme Coordinator

Interviewee   On-site Supervisor 5

No of Student Interns 1

Company Nature   Advertising

Interview Setting   Respondent Interview with open-ended questions in respective to Seltzer and Bentley's principle (1999)

Interview:

Interviewer: (1) What is the working attitude of student interns?

Interviewee: My mentee will invest time and energy to accomplish tasks, but her performance and participation in this internship programme is instable. She takes sick leaves quite often and sometimes I consider the dependability of the student intern is sometimes unreliable.

Interviewer: (2) How student interns behave when tasks are assigned?

Interviewee: My mentee seldom takes the initiative to work on the assigned tasks. She makes no progression if I am absent from the office.

Interviewer: (3) Please describe how student interns act when they encounter problem.

Interviewee: If the student interns encounter problem she will seek for my advice but will not take the initiative or trying to find some possible solutions. She will not take the second step if I were not there. Such as she is assigned to work with the team for an advertising shot, she has no confident and when she encounter something uncertain, she will call many times back to office for my advice or instruction even I have notified her that those are not big issues that she can make decision and free hands are offered.

Interviewer: (4) What do you think about the learning ability and work quality of student intern(s)?

Interviewee: I find the student intern selectively responds to the assigned tasks, for example, she will slow down and respond impassively in carrying field survey for she feels embarrassed talking to strangers, however, she responds actively on preparing advertising schedule and searching competitor information on-line.

She rarely reflects her opinion or makes decision, simple case such as if to copy and to bring advertising shot rundown with her for job outside office. She has no confidence in taking the task all by herself.

Interviewer: (5) Will you request or expected student interns to apply their classroom learned knowledge and skills in the assigned tasks?

Interviewee: I will not expect my student intern applies her classroom learned knowledge in my assigned tasks, one reason is her internship programme is not long and she only works twice per week and I find it is difficult for both of us to accomplish tasks that require close and quick feedback and follow-ups.

Interviewer: (6) What type of condition(s) within internship setting you think could stimulate student interns in their knowledge and skills application?

Interviewee: As stated, the student intern comes in once or twice per week, and, I cannot offer her task on project-based resulting in less chance for her to perform or learn across various contexts for there are not many tasks I can offer. What student intern actually needs is to participate in a longer-term structured internship programme.

I agree it is risky to allow her to have direct contact with clients; in particular she has no confidence in her assigned jobs. It is better and more appropriate for her to start their experiential learning with simple and basic clerical tasks, and I find that works for her, she needs to learn in a progression way.

A successful internship programme is to offer training course and workshops to student interns that are relating to personal development, working attitude, social skills and dress code in workplace etc., all these should be delivered before student interns started their internship learning

Interviewer: **(7) Will you offer student interns chance working in different context to enhance their exposure?**

Interviewee: I have tried to offer student interns working in a different context such as have her to assist in a life advertisement production. However, the student intern has no confidence working alone in an event outside office and makes frequent calls for confirmation and decision making; and impatience in working on various learning contexts and dealing with different supervisor styles.

Interviewer: **(8) What is the relationship of student interns with other office working partners?**

Interviewee: She responds politely to colleagues but will not actively take the role to establish bonds with other office colleagues.

Interviewer: **(9) What do you think is the role of on-site supervisor during the internship learning period?**

Interviewee: I think the role of on-site supervisor is to provide detailed instruction to student interns. Most important is to design an internship programme that can relate with the learning discipline of student intern for from experience that is a motivation for student intern to participate because mentee is familiar with those contexts and she has confidence to complete the assigned tasks. Besides, on-site supervisor should have close communication with the education institution to monitor the performance of student intern.

Interviewer: **(10) Overall do you think student interns are ready to invest their time and energy in using their knowledge and skills in accomplishing the assigned tasks?**

Interviewee: Overall, my student intern does not invest time and energy or willing to use her learned knowledge and skills in accomplishing the assigned tasks. But I personal feel even there only has a limited amount of non-discipline work is possible; if she is willing to participate, I think she can recall her classroom learned knowledge and skills that learned previously and use them properly on every single assigned task.

Interviewer: **(11) Any other comments**

Interviewee: Nil

Interviewer: Thank you for your time.

APPENDIX 5

Ethical Approval Checklist Form A

Paper B

Please see University guidance on
https://www.ntu.ac.uk/intranet/policies/legal_services/data_protection/16231gp.html. If you are a member of NT staff you can obtain direct access to this with your staff username and password. If you are not a member of NTU staff, please request of copy from your supervisor or course leader.

	Yes	No
D.1 Will all information on participants be treated as confidential and not identifiable unless agreed otherwise in advance, and subject to the requirements of the law of the relevant jurisdiction?	Yes	No
D.2 Will storage of data comply with the Data Protection Act 1998 and the law of any non-UK jurisdiction in which research is carried out?	Yes	No
D.3 Will any video/audio recording of participants be kept in a secure place and not released for use by third parties?	Yes	No
D.4 Will all relevant video/audio recordings be destroyed within six years of the completion of the investigation?	Yes	No

If you have answered **NO** to questions D1-D4, an application for ethical approval needs to be made to the PDREC.

Section E: Incentives
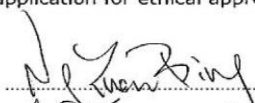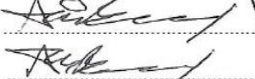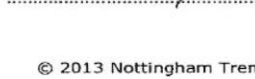
	Yes	No
E.1. Have incentives (other than those contractually agreed, salaries or basic expenses) been offered to you by any funder of the research, to conduct the investigation?	Yes	No
E.2. Will incentives (other than basic expenses) be offered to potential participants, or the appropriate authority, as an inducement to participate in the investigation?	Yes	No

If you have answered **YES** to questions E1-E2, an application for ethical approval needs to be made to the PDREC.

	Yes	No
The design of the participant information sheet/consent form and of any research instrument (including questionnaires, sampling and interview schedules) that will be used, have been discussed with my supervisor(s).	Yes	No

Compliance with Ethical Principles

Please sign the declaration below, to confirm that this form has been completed to the best of your knowledge and after discussing the answers provided with the DBA research student. If at any stage you have been asked to submit an application for ethical approval to the PDREC please also complete and submit the appropriate form.

Signature of Research Student .... Date ....25th July 2014...........

Signature of Lead Supervisor .... Date ....12.8.14....

Signature of Course Leader .... Date ....12.8.14....

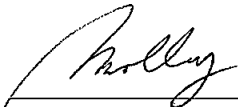© 2013 Nottingham Trent University

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APPENDIX 6

Participant Consent Form – On-site Supervisor

Agreement to consent

Please tick and sign this consent form to confirm you are agreed with the following issues:

1. I understand the purpose of this research and I understand my rights as the research participant; ☐

2. I understand I will be discussing about my internship supervision experience; ☐

3. I understand that I have the right to withdraw and to refuse answer any questions at any point during the interview; ☐

4. I understand that my name and any others that mentioned will be anonymised to protect the privacy; ☐

5. I understand that all data will be stored securely and not be accessed or used for other research purposes; ☐

6. I understand that I have the right to withdraw or make changes within 30 days following the interview on the information that I have given; ☐

7. I agree to participate in this research study. ☐

_____   _____
Participant's signature   Date

I certify that I have presented the above information to the participant

_____   _____
Researcher's signature   Date

Thank you for your attention and cooperation.

_____

My contact details:

Email: aming@hkct.edu.hk
Phone: 2276-8414

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APPENDIX 7

Participant Consent Form – Intern

Agreement to consent

Please tick and sign this consent form to confirm you are agreed with the following issues:

1. I understand the purpose of this research and I understand my rights as the research participant; ☑

2. I understand I will be discussing about my internship experience; ☑

3. I understand that I have the right to withdraw and to refuse answer any questions at any point during the interview; ☑

4. I understand that my name and any others that mentioned will be anonymised to protect the privacy; ☑

5. I understand that all data will be stored securely and not be accessed or used for other research purposes; ☑

6. I understand that I have the right to withdrawal or make changes within 30 days following the interview on the information that I have given; ☑

7. I agree to participate in this research study. ☑

_____ _____
Participant's signature Date

I certify that I have presented the above information to the participant

_____ _____
Researcher's signature Date

Thank you for your attention and cooperation.

_____

My contact details:

Email: aming@hkct.edu.hk
Phone: 2276-8414

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