

ON YOUR SBB INTERNSHIP

YOUR MISSION:
**To show that you are able to build value
for the organization and for yourself**

During your SBB Internship you will further develop your business knowledge and organizational skills as well as gain work experience in a company, government or non-profit organization¹.

¹ As an alternative, it is possible to do an internship with a more ‘academic approach’ by studying a topic relevant for science-based business and writing a thesis on the subject, providing the topic can be sufficiently supervised by the SBB staff or by academics with whom they collaborate and provided such a choice is sufficiently motivated considering career prospects and academic interests. This type of internship falls outside the scope of the protocol described in this document. Therefore procedures and regulations described here do not apply and internship proposals should be discussed with the SBB staff on an individual basis.

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Part 1: Goal, Objectives, Requirements and Duration

Goal

The goal of the SBB Internship is to make you better prepared for working in an organization and to enable you to make a smooth transition from academia into a business environment.

During your internship you will develop knowledge and skills, which will enable you to become a Subject Matter Expert (SME) in the main area of your internship (See also the section on Subject Matter Expert/Background research below for a more detailed explanation). You will better understand how business is organized and experience how organizations and people in organizations function. You will find out about your personal characteristics and competences in relation to what is required to do a good job. You will have a much better idea what suits you and get feedback on how you might perform (even) better. You will be better able to make a choice between career prospects, more confident of your own capabilities and personal development, better prepared for getting the position that suits you and able to more quickly develop at the start of your career.

Not only the internship itself, i.e. the assignment and being part of the organization where you do your internship, is an important part of reaching this goal. The process of finding the internship is an important step in this process as well. Considering your options, collecting information on these options, e.g. by attending colloquia and alumni lectures, finding prospects through networking and contacting companies, can also make a significant contribution. It also provides hands-on experience with the first challenge that alumni face, which is: getting a job that suits their ambitions and offers good career prospects.

Objectives

- To put into practice and further develop your knowledge of theories and concepts learned in the classroom and enhance your understanding of how organizations function;
- To get to know the particular business area and improve general business competencies;
- To educate yourself through a process of continuous self-learning. This includes learning by doing, learning by interacting with your colleagues and by taking control of your learning process through workshops, trainings and self-study.
- By carrying out your assignments and through this process of continuous self-learning, to become a Subject Matter Expert (SME) in the main area of your internship.
- To find out if the nature of the work, the type of organization and the culture of the profession suit you;
- To experience and develop your personal traits for working and finding your way in an organization;
- To learn about your strengths and development areas as regards to working effectively and making a significant contribution;
- To discover potential job areas and expand your network for future career options.

Assignment requirements

- The internship, both the assignment and the organization, should fit your personal ambitions and your view on future career options, as you also described in your Personal Essay (SBB Fundamentals) and further substantiated by your orientation activities (see also Part 2: Finding a suitable internship);
- The internship must involve business, managerial or organizational activities like business development, market research, product introduction, business analysis, performance management, clinical trial management, project management, business consulting, client support, etc.;
- As an intern you need to make a well-defined, personal and assessable contribution to the organization.

This can be achieved in two ways, in what we call a Type I and Type II SBB Internship, respectively:

- **Type I assignment:** (a considerable part of) your internship assignment consists of a project for which you are personally responsible, i.e. a project with well-defined milestones, a clear endpoint and matching deliverables that will be concluded with a written report which will be an appendix to your final SBB Internship Report.
- **Type II assignment:** your internship assignment constitutes a particular role in the organization and consists of a series of smaller assignments and tasks, usually of increasing complexity and executed with increasing independence, for which you are personally responsible. You will write a Work Summary Report –which will be an appendix to your final SBB Internship Report- in which you give a description of your role and how your role evolved, provide an overview and description of the tasks and assignments executed which clearly demonstrates what you achieved, referring to ample exhibits of deliverables you prepared while working on and as an outcome of these assignments.

E.g. your role is to support a number of consultants with desk research, data modelling and pitch preparation as part of the process aimed at acquiring new clients. Your Work Summary Report –which can be read independently from the Final Internship Report it is appended to- will describe how you filled in and developed your interaction with the consultants over time, provide an overview and description of what you contributed to the acquisition of new clients, will explain how your contributions are interrelated and what it takes to execute them, how they relate to the overall goals and objectives of the organizations, etc., referring to short reports, PowerPoint presentations, spreadsheets, correspondence with customers and analytical models you prepared of which a number will be added to the report as exhibits.

- What you do in your internship should be at least equivalent to what a science master graduate does in his first job².
- Preferably the internship has some relation to your science education (e.g. working with an investment bank focusing on biotech companies). Exceptions are allowed if of sufficient management level and providing a good learning environment (e.g. an internship with a strategy consultancy) and properly motivated by your ambitions.

² It should be explicitly stated that SBB Interns are not allowed to sign employment contracts. An SBB internship is not meant as (temporary) employment but as an internship as stated by Dutch law.

Subject Matter Expert/Background research

- During your internship you are required to become a Subject Matter Expert in the main area of your internship.

By Subject Matter Expert we mean a person with a high degree of skill in or knowledge of a certain subject. As an SME you have become/are knowledgeable about the main topic of your internship. The knowledge is not restricted to what you did during the internship but also involves a more general overview of ideas, trends, and developments. You are able to describe and explain the wider significance and context of the topic and to advise others e.g. management of another company, on how to implement activities related to the topic.

For example, when doing an internship at an investment bank you might become a Subject Matter Expert at the valuation of high tech companies by -in addition to your assignment- studying articles and books on valuation methods. Or, when doing your internship at a consultancy firm you might become a Subject Matter Expert at advising professionals by studying articles, reports etc. that give you an overview of the consultancy market and insight in the different approaches consultancies use.

- Next to executing your internship assignment you will achieve this by doing background research e.g. by reading articles, books, reports etc. beyond what is necessary for fulfilling your assignment.
- The background knowledge³ acquired through this continuous process of self-learning should give you a broader overview and deeper understanding of the subject of your internship and the role of the subject in organizations, for example by considering the opinions of experts in the business, latest trends, new developments, contentious issues, differences in the ways organizations approach the subject, etc. Both your Internship Supervisor and your Mentor should be involved in and asked for advice on the choice of materials you will study.
- As part of your becoming a Subject Matter Expert, you are to present the results of your background research to your colleagues within the internship organization in a Company Colloquium. Approach to this presentation should be to (also) update and enhance their knowledge and understanding of the subject matter in relation to the business and work processes of the organization.
- In addition, you will write an SME Report, to be appended to your Internship Report which consists of 1) a duly referenced overview of the expertise you developed and the way you developed this expertise; 2) the PowerPoint presentation you used in your Company Colloquium, duly annotated, such that it can also be read by people who did not attend your presentation and 3) a list of sources, study materials etc. you consulted.
- The assessment of the background research is part of the overall assessment of the final report.

³ Background knowledge is distinct from operational knowledge (foreground knowledge), which is the knowledge you need have (or acquire) to do the work assigned to you.

SBB Management Sessions

- During your internship you are required to attend 5 of the monthly SBB Management sessions that will each consist of
 - peer review and exchange of internship experiences
 - assignments and case discussions on Human Resources Management (HRM) and Organization Science (OS) subjects
 - presentations/in-class interviews of experts working in the fields of HRM and OS
- Assessment of your participation in the SBB Management sessions is part of the overall assessment of the internship;
- Dates of the SBB Management Sessions will be communicated through blackboard (SBB Internships & Careers module).

SBB Colloquium

- Towards the end of or shortly after finishing your SBB Internship (but in all cases prior to handing in your SBB Internship report), you will organize an SBB Colloquium in which you present
 - An overview of your internship: the process of finding your internship, the organization, your assignment, what you did to achieve your goals, the results you got.
 - The five most important points one should know about the Subject Matter in which you became an expert.
- Time allocated for your colloquium is 45 minutes, of which your presentation should take approximately 30 minutes, leaving 15 minutes for questions and discussion.
- Your colloquium should be a learning experience for the audience, and in particular also for SBB students in the process of finding an internship.
- Make sure to discuss potential confidentiality issues concerning your colloquium with your Supervisor.
- The colloquium should be planned in consultation with the SBB Student Board. Please contact them well in advance by sending an e-mail to studentboard@sbb.leidenuniv.nl in order to find a suitable date and to have your colloquium announced on the SBB website and Blackboard.
Subsequently, to enable proper and timely announcement of your colloquium, the title and an abstract should be sent to the SBB Student Board no later than a week before the planned date. Please be advised that you are also expected to announce your colloquium among fellow students so you will have some interested audience!
- Please notify SBB staff beforehand if your Internship Supervisor(s) and/or your family members will be present at your colloquium.
- After your colloquium, your presentation will be placed on Blackboard so other students can learn from your experience. To ensure that someone who did not attend the colloquium can still get a good impression of what you presented, you should add notes to your slides. The pdf of the notes pages version of your PPT has to be a) sent to the Student Board (see email address above) and b) appended to your internship report (see below).

Duration

- The accredited study load of the SBB Internship can range from 25 to 35 EC, also depending on the constraints imposed by the MSc program you are in. Longer internship periods are possible but credits above 35 will not be registered;
- Of these,
 - 1 EC is awarded to the process of finding an internship which includes attending colloquia and other activities geared towards your orientation on internships, finding the internship position and defining its contents in consultation with the Internship Supervisor and the Internship Mentor by writing an internship plan, thus leaving 24 to 34 EC for your actual Internship period.
 - In case of a Type II assignment, 2 EC is awarded to the writing of the Work Summary Report, thus leaving 22-32 EC for your actual internship period.
- The duration of your internship should be in line with your intended learning goals to assure continuous learning throughout the whole internship period;
- In general, the internship will be full time, but if duly motivated, a part-time internship of correspondingly longer duration is allowed;
- If properly motivated, the SBB internship may consist of two separate internship periods at different companies with a minimum duration of 3 months each.

Part 2: Finding a suitable internship

The process of finding an internship position is an important learning experience by itself as it requires you to:

- **think about what type of work you would like to do, and what type of work you are likely to be good at;**
- **think about the types of organizations you might like to work for;**
- **look around and talk to people about opportunities that might suit you, thus developing your networking skills;**
- **apply for a position and do job interviews**

Of course you can simply view the SBB Internship as an inescapable way to earn credits for your graduation. However, you will benefit the most from this experience when the internship fits your personality, your competences and your ambitions. It is very well possible that you will find the best match between your personal goals and the internship assignment in an internship opportunity that you create yourself by actively approaching companies instead of “just” looking at available vacancies.

- To get an idea of possible internship positions and assignments it is useful to learn about career possibilities companies have to offer and hear about other people's experience with working within a science-based company/organization. That is why you are required to join at least 4 meetings outside SBB Fundamentals with themes geared towards ‘working in a business environment’. Examples of meetings you could attend are :
 - SBB colloquia (see www.sbb.leidenuniv.nl)
 - ‘Science meets Business cafés’ (see www.sciencemeetsbusiness.nl)

- ‘Beta Banen Markt’ (see <http://www.betabanenmarkt.nl/>)
- Seminars, in-house days, courses, summer schools etc. organized by companies
- In your ‘Internship plan’ (see Part 3: Getting started) you need to explain your motives for choosing this internship. A list of the meetings you attended and an explanation of how they influenced your motives should be included in your plan;
- The process of finding an internship position and finalizing it with securing this position is primarily your own responsibility and is rewarded, as stated in Part 1, with 1 EC in due consideration of the fact that it is part of your internship and of the time and effort involved;
- When you start the process of actually finding a position, please let us know by doing the SBB Internship Intake Assignment that can be found in the Internships & Careers module on Blackboard. Here you can indicate when you would like your internship to start and your preferences regarding subject, industry, type of organization etc. In addition you can check if all the rules and regulations on SBB Internships are clear by answering a number of questions.
- If you want, SBB staff will support both your trying to formulate what kind of internship and organization might suit your talents and ambitions best and your search for opportunities and contact persons within companies. So please do not hesitate to contact us if you need help or would appreciate some feedback, preferably by visiting one of our walk-in hours. But please do the afore mentioned Internship Intake Assignment prior to the first meeting.
- A good starting point would be to look at which organizations other SBB students did their internships and what they did and learned there. This information can be found on the “SBB Internships and Careers” pages on Blackboard. Additional information such as internship opportunities we learned about through our network can also be found there. Another place to look around is the SBB Alumni Group on LinkedIn. Upon your request, you will be made a member of the group. Browsing through pages of the members of the group, you will get a better idea what kind of jobs they are in that might also appeal to you.
- The process of finding an internship position (usually) ends by agreeing with a Supervisor within an organization on an internship topic and conditions, which then have to be worked out further into an internship plan. To prevent unpleasant surprises it is advised to check whether or not your internship assignment is in line with our requirements before signing an internship agreement or otherwise commit to the internship. You can do so by coming to the walk-in hour or dropping us an e-mail (info@sbb.leidenuniv.nl) and letting us know where you plan to do your internship, who your Supervisor is, what the assignment will be and the date you plan to start. We will give our approval to start writing your internship plan, or will ask for more information if we think your assignment may not fit the requirements or in other ways be regarded as less suitable.

Part 3: Getting started: Internship plan & approval

The Internship Plan: purpose

- The purpose of the Internship Plan is
 - To clarify the expectations of both you as the intern and your Internship Supervisor in terms of your assignment, your tasks and responsibilities, your deliverables and the way in which you will add value to the organization.

- To explain to the SBB staff your motivation for doing the internship, what you will achieve and learn, and in which area you will become a Subject Matter Expert. Or, in other words, how this internship will add value to you.
- To convince SBB staff by your description of the (intended) verifiable results and deliverables, supplemented by a list of (intended) milestones, both in terms of the assignment and the learning objectives, that your Internship will be a sufficiently valuable and challenging learning experience.

The Internship Plan: guidelines

- The internship plan should contain the following:
 - A title page with the following information
 - Title (that shortly characterizes your internship, e.g. “Researching Market Opportunities for Biotech Products”).
 - Organization (Name, division/group (if applicable), address where internship will take place, phone number, website);
 - Internship Supervisor(s) (name(s), phone number(s), e-mail address(es));
 - Intended internship period (starting date, end date, number of weeks, (average) number of days per week, anticipated holiday periods, anticipated length of holidays (weeks) and number of study credits (EC))
 - Internship Mentors (unless indicated otherwise state both Harmen Jousma and Grada Degenaaars as your Mentor to allow for quicker processing);
 - Your particulars (name, student number, postal address, e-mail address, phone number(s))
 - The choice for this Internship:
 - Your motives for choosing this internship and how it fits your personal preferences by referring to your Personal Essay and including a list of the meetings you attended for the orientation assignment with an explanation of how they influenced your motives;
 - The way in which you found the internship position and other positions you considered but decided not to pursue (or did not get);
 - The organization
 - the organization and its context (e.g. industry sector/type of business, its position in the value chain, vision, mission, international/national, public/private, major products/services, major customer groups, number of employees, yearly turnover, how it is organized);
 - the department/the position in the organization of the internship (e.g. the role of the department in the organization),
 - your Supervisor (his/her position and duties, his/her educational background, experience and field(s) of expertise);
 - any additional contextual information that is relevant for the internship
 - Your assignment: depending on the type of assignment (see also Part 1: Assignment Requirements) this will consist of:
 - **Type I assignment:** a description of the project(s) you will be personally responsible for, detailing the goals and objectives of the project(s), your tasks and activities, an overview of the planned milestones and a list of matching, verifiable deliverables which will ultimately result in a written report at the end of the project. Deliverables encompass everything you

research, write and/or create within the context of your internship, in such a way that it can be reviewed by SBB staff.

- **Type II assignment:** a description of your role and responsibilities in the organization, the type of activities you will be involved in and the assignments and tasks you will need to execute and be personally responsible for, what you need to achieve in this role. Also give estimates of the time you will spend on various types of tasks and assignments and mention how your role is expected to develop in the sense of increasing responsibility and complexity.

For both types of assignment it is recommended that you visualize how your assignment is planned to develop e.g. by using a GANTT chart in which you can also include events such as the SBB Management sessions, assignment milestones, background research milestones, your Company and your SBB colloquium, Mentor Company Visit, holidays etc.

- The work space and facilities available for your work as an Intern;
 - Expectations of your Supervisor as regards to
 - the way in which you report your work within the organization (orally, in writing, presentations, how often);
 - the way you do your work e.g. proactive/reactive; supportive; independent; giving, asking and responding to feedback; quick, thorough, flexible, precise, communication with colleagues, working with others/in team, writing, documenting, (time-) planning, computer use etc.
 - what will determine if your internship has been a successful one from your Supervisor's perspective;
 - other matters your Supervisor may deem important, e.g. prior knowledge of specific topics or specific skills of importance for your work as an intern, input of the Internship Mentor/University Staff on specific topics, etc.
 - Nature and extent of the coaching by your Supervisor(s)
- Intended learning objectives
- describe what you set out to learn during and from your internship, in terms of:
 - (business) knowledge: what is it that you will know what you do not know yet?
 - (business) skills: what skills will you improve or have that you do not yet have now? (e.g. ability to prepare a business presentation, to prepare a registration document, to be better at giving presentations, etc.)
 - personal development: which personal traits do you expect to develop?
 - describe how you expect to achieve each of these objectives, by showing how these objectives relate to a) what you will do in and for the organization during your internship and b) additional initiatives you will need to take to ensure that you will achieve your goals but that are not a regular part of your assignment and tasks (for example: to regularly have lunch with people working in other departments to get to understand how the organization operates).
 - Formulate measurable targets for your learning objectives as much as possible (e.g. have lunch with at least 10 people outside my department).

- Subject Matter Expert and Background Research
Describe in what area you will become a Subject Matter Expert and the way in which your internship assignment and your background research will contribute to acquiring the required expertise by listing:
 - topic(s) and literature you found and that were put forward by your Supervisor and/or Mentor at the start of your internship;
 - an indication of how and when these topics and literature will be chosen in case they are not yet decided upon prior to the start of the Internship;
 - an indication of when you will present the results of your background research to your colleagues (Company Colloquium)⁴
- SBB Colloquium: in which month you expect to give your SBB colloquium.

Approval

Important: please note that when you sign an internship agreement and/or start with your internship activities before you get official permission of the SBB staff, you do so at your own risk. SBB staff cannot be held responsible for loss of time/credits when changes in your assignment or even termination of your internship are required.

- After the Internship Supervisor has agreed with your Internship Plan, upload the plan in the Deliverables Upload Center of the course module “Internships and Careers” on Blackboard⁵;
- After submission, come by the SBB office (Snellius 101/104) on a Thursday morning between 10.30 and 12.00 hrs, to discuss your internship and any improvements you may need to make to the plan, preferably no later than two weeks before the intended starting date of your internship;
- Subsequent improved versions of your internship plan should also be uploaded on Blackboard. SBB staff will provide feedback through Blackboard (visible under My Grades). A score below 10 for your Internship Plan indicates that improvements are still required;
- In general, the Internship may start pending the making of such improvements, unless the Internship Mentor indicates that the subject plan is not within the objectives and guidelines as set-out in this document or otherwise unacceptable.
- In those cases, when not all the details of your internship are clear prior to the start, e.g. your Internship Supervisor still needs to be appointed or a decision needs to be taken which of the available projects will be the one you will focus on, you should indicate in your Internship Plan a date at which the missing information will be added to your plan and/or stated in an interim report.
- We will let you know which member of the SBB staff will be your principal Internship Mentor. He/she will be the contact person for your Internship Supervisor, will help solve problems should they arise and will be responsible for the final assessment and grading of your Internship.

⁴ In case a Company Colloquium is not feasible other arrangements can be made such as writing an essay on your background research but only after consultation of and approval by the SBB staff.

⁵ In case your Supervisor is not able to endorse your plan, e.g. due to holidays or the fact that a definitive Supervisor has not yet been appointed, please upload your plan as described above and inform SBB staff on when the approval is expected.

Additional Arrangements

- Additional arrangements to be concluded between you and the Internship Organization and Supervisor will regard matters like working hours, holidays, financial compensation, reimbursement of travel expenses, confidentiality, liability, etc.
- It is **your** responsibility to inform the Internship Organization and Supervisor about the objectives and requirements of your Internship and make corresponding arrangements.
- For example, you should make sure that the Organization and Supervisor will 1) duly cooperate with SBB-staff to execute their role of mentors, monitors and examiners and 2) **agree to you preparing for and partaking in one SBB Management session at Leiden University per month**⁶ which each will take about one day of your time (see also Part 1 Goal, Objectives, Requirements and Duration: SBB Management).
- The University, SBB staff and the Internship Mentor are not involved in nor bear responsibility for these arrangements, nor will they accept any liability towards you or your Internship Organization and Supervisor for any adverse events which might occur during your internship. Generally, though not necessarily, an internship agreement will be executed between yourself and the Internship Organization. University will not be party to this agreement other than to confirm that you are registered as a student and that the Internship is part of the SBB program.
- Further information on additional arrangements and internship agreements covering such arrangements can be found on various websites and in the SBB course module “Internships and Careers” on Blackboard.

Part 4: During your internship

Mentoring

- Mentoring focuses on your performance as an Intern and on achieving the learning goals. Therefore, the Internship Mentor
 - will keep track of your interim reports (further information to be found below), will give feedback if so required and will contact you and/or your Supervisor if the reports indicate that the Internship does not evolve as planned;
 - will review your Internship Report and, if circumstances so require, discuss your experiences with you in a Debrief Interview as soon as possible after receiving your Internship Report;
 - will assess and grade your Internship in consultation with your Internship Supervisor;
- In general, the Internship Mentor will not advise you or your Internship Supervisor on the actual assignment itself as this is regarded the prerogative of the Internship Supervisor;
- If circumstances so require, e.g. when expertise necessary for supervising your assignment can not be found within the Internship Organization, an external Internship Mentor may be appointed to support your supervision. This will always be done in consultation with and after permission from your Internship Supervisor.
- You should not hesitate to contact your Internship Mentor with any questions you might have on your Internship.

⁶ You will have to partake in 5 sessions in total

Halfway Performance Assessment

- It is strongly advised to evaluate your performance with your Internship Supervisor and identify aspects that might need improvement about halfway through your internship period. It may be useful to do this along the lines of the Performance Assessment Form which is to be filled in as part of the final assessment of your performance at the end of the internship

Internship visit

- Provided this is reasonably feasible, the Internship Mentor will pay you and your Supervisor a visit to discuss the progress and rounding off of your Internship. This visit is usually planned halfway into the internship period. **You yourself are responsible to schedule an appointment for an internship visit.** Plan this meeting well in advance by sending an email to info@sbb.leidenuniv.nl in which you list a number of dates/times that fit your Supervisors calendar;
- Following the visit, you are required to upload on Blackboard a short report on the internship visit listing the issues that were discussed and arrangements that were made;

Interim reports to Internship Mentor

- During your internship you are to report to your Internship Mentor on your progress in two ways: a Weekly Activity Report and a Monthly Update Report (both through designated assignments on Blackboard).
- The Weekly Activity Report should list on which activities you spent your time (per day) and what activities (priorities) you have planned for the upcoming week.
- Your Monthly Update Report should give an account of your Internship Activities in the past month and in such a way that it provides insight into your progress with regards to:
 - your Internship Assignment and the deliverables you have to produce;
 - your learning goals;
 - your becoming a Subject Matter Expert;
- It is advisable to keep track of your activities in a personal diary to make it easier to write your interim reports. This diary can also be helpful when discussing your progress with your Supervisor.
- Monthly, SBB staff will provide feedback on your interim reports.
- Interim reports have to be added to the Internship Report by inclusion in one single appendix. When describing the internship activities in the Internship Report this appendix can be used as a reference.

Part 5: Finalizing your internship and grading

Performance Assessment

- An extensive Performance Assessment Interview is obligatory as part of the finalization of your Internship. During this interview the Internship Supervisor discusses with you his/her assessment of important aspects of your performance such as quality of the work, analytical skills, communication with colleagues, supervision etc. For this, it is required to use and fill in the Performance Assessment Form as found in the SBB Blackboard course module “Internships & Careers”. In the same document you will also find a form for assessing the performance of your Supervisor and the organization with respect to your Internship. Both filled-in forms are to be included in the appendices of your Internship Report.

SBB Internship Report

- You conclude your SBB internship by writing an SBB Internship Report which should provide a full and **convincing** overview of your activities, your achievements, your deliverables, your learning outcomes and your expertise as a Subject Matter Expert.
In your report, you tell the story of your Internship. And it should be a story which will convince others of what you achieved and learned. You might say you have to “sell” your story to your mentors, examiners and peers. Just saying it is a good “product” is not enough, you need to support such statements with some sort of evidence. Imagine you are in a job interview and your (hopefully) future boss asks you if you learned a lot about a certain subject during your internship. Just saying “yes” will not suffice. So do not just state that you learned a lot or that you achieved a certain learning outcome, but add arguments, examples, etc. which will help the reader come to the same conclusion.

SBB Internship Report Outline

Please use the following outline for your Internship Report :

- ◇ Title page as in your Internship Plan (but actualized where necessary).
(Please put ‘**CONFIDENTIAL**’ on the title page and in the page headers)
- ◇ Public Summary
(an account of your internship to be published on the Internet of up to 1,000 words)
- ◇ Contents
- ◇ Introduction
(introduce your Internship, e.g. tell why you chose this internship, how you found this internship, and what the report holds {in section ... I describe ..., etc})
- ◇ The Internship Organization in its Context
Provide a description of the organization in the form of a business analysis in terms of⁷
 - ◆ The organizational structure (illustrated by organization charts);
 - ◆ Porter’s firm-level value chain;
 - ◆ Porter’s industry level 5 Forces model;
 - ◆ SWOT (illustrated by confrontation matrix)

⁷ Most of the deliverables described here will be dealt with in the assignments of the SBB Management sessions.

- ◇ My work as an Intern:
 - Start with recounting your assignment(s) and the goals and the objectives of your internship, explain what value your internship was expected to contribute to the organization. If applicable, also describe why and how your assignment changed in the course of your internship.
 - Then provide a full account of what you have done, the results of what you did, the deliverables that you created and overall what you achieved and actually contributed to the organization. For details you should refer to the appendices, in particular the interim reports and the written project report (Type 1 Internship) or Work Summary Report (Type 2 Internship).
 - Finally, compare what you did, achieved and delivered to the expectations at the start of your internship.
[no reflections on outcomes, differences etc. yet, save them for the discussion]
- ◇ My learning outcomes⁸,
 - Provide a full account of what you learned in/from your Internship, also including unforeseen learning outcomes. Provide evidence of these learning outcomes by explaining how you learned (e.g. through creating certain deliverables, completing certain assignments, studying literature, in-company training, etc.) and giving examples that show the skills and insights you acquired.
 - Describe your expertise as the Subject Matter Expert you have become, as substantiated in your SME Report⁹ which you will add to the appendices of the Internship Report
 - Compare the learning outcomes to the planned learning objectives as you described in your internship plan
- ◇ My performance and what I learned about myself
 - Summarize –**in your own words**– the results of the Performance Assessment interview (the filled-in form is to be added as an appendix for further reference)
 - Reflect on what you learned about yourself (also) based on the main issues that came out of the Performance Assessment Interview.
- ◇ Discussion and Conclusions
 - Reflect on the work you did for the organization, on what you learned and on the expertise you developed. Was it as your Supervisor and you as an Intern expected at the start? What do you consider important issues and challenges in the work you did? Did your Internship meet the expectations in terms of achievements, value contribution and learning outcomes? If not, why did things not turn out as expected? Could you have done better?
 - Some other points we would like you to cover: Was it a good choice to do an internship here? Is this the type of work you like to do, are you good at it? Is this the type of organization/company you want to be part of? How did the Internship relate to your MSc program and the course SBB Fundamentals? What were deficiencies in your knowledge and skills that might be addressed in SBB Fundamentals? Would you recommend others to do a similar internship? What do you think about the performance of your Supervisor and the internship organization? What were the strengths and weaknesses of the department/division

⁸ See appendix 1 for the meaning of the term ‘learning outcome’ and how learning outcomes need to be formulated

⁹ There are no elaborate guidelines for the SME Report (yet). See page 5 for what the report is expected to hold.

you were working in? (Reflecting on the main issues as stated in the Performance Assessment Form) And anything else you think should be addressed.

- ◇ Appendices
 - Your Internship Plan
 - Your interim reports (combined into one single appendix)
 - Filled-in Performance Assessment Forms
 - Either¹⁰:
 - ◆ Type I Internship: your written project report
 - ◆ Type II Internship: your Work Summary Report, including exhibits of deliverables you prepared while working on your internship assignments
 - ◆ Or both if Internship is of mixed type.
 - Your SME-report;
 - Annotated slides of your SBB Colloquium (i.e. slides including explanatory text in the notes pages)
 - Anything else that might be useful, e.g. a report of the interim performance evaluation

Rounding off

- First, ask your Internship Supervisor to review the Internship Report, giving special attention to the Public Summary and the Performance Assessment Form.
- Upon approval, upload the Internship Report on Blackboard in the course module “Internships and Careers”. Please note that concept reports will not be assessed. Only the final version of the report will be accepted for assessment.
- **The Internship Report has to be handed in within two weeks after the end of your internship period.** This is to prevent supervisors not being able to provide feedback for the grading of your internship because it has been too long ago to give reliable comments or because they have left the organization in the meantime;
- Your Internship Mentor will inform you whether or not a Debrief Interview is required. Of course, you can always ask for a Debrief Interview yourself.
- The Internship Mentor may want you to improve your report and may request to do so before or during the Debrief Interview and may also decide to postpone the Debrief Interview until sufficient improvements have been made.
- If feasible, the Internship Mentor will discuss your Internship and consult on the grading with your Internship Supervisor prior to the Debrief Interview.

Grading

- The Internship Mentor will establish the grade in consultation with your Internship Supervisor using your Internship Report and the assessment by your Supervisor

¹⁰ If due to confidentiality issues, (parts of) these deliverables can not be included in your Internship Report, then –after consultation with your Mentor- describe here how your Mentor and the Exam Committee can get access to these deliverables for review. Beware though that in general, the preferred approach is that writings containing information that the Internship Organization wishes to remain confidential are edited in such a way that they can be included in the final report. Note that SBB Internship reports are considered confidential anyway –as they often also hold personal information- and will not be disclosed to others than SBB staff, members of the SBB Examination Committee and members of review committees working for or on behalf the NVAO, who are all bound by confidentiality regimes.

provided in the Internship Assessment and Public Disclosure Agreement Form as starting points.

- In addition to the advice of your Internship Supervisor, the Mentor will primarily take into account the quality of the report and how your internship and performance compares to prior internships of other SBB students. He/she will also take into account other factors such as the value added to the organization, the value added to yourself, your promise as a future employee, the quality of your SBB Colloquium and your qualities as an SME.

Appendix 1: On your SBB Internship: Defining Learning Outcomes

Introduction

“Adding value to the organization and to yourself” is the central mission of an SBB Internship. In other words, both the organization and the intern have to benefit from the internship. How the organization benefits from the internship should follow from the description of the assignment. How you benefitted as an intern should be described in terms of Learning Outcomes.

What are Learning Outcomes?

Learning Outcomes (LO's) can be defined as what the learner, in this case the intern, knows, understands and is able to do at the end of a period of learning, in this case the internship. Or, formulated a bit differently, what you are able to do after your internship what you could not do (so well) before.

LO's involve three areas of learning, being knowledge, skills and attitudes. For each of these three areas a distinct set of LO's can be defined to describe and assess your learning process during the internship. LO's should be defined in terms of active verbs. In the section below some practical information on how to write LO's for each of the three mentioned areas will be discussed.

How to write Learning Outcomes

For the cognitive domain, i.e. knowledge development

In Bloom's hierarchy of the the cognitive domain (Bloom et al, 1956), he distinguishes 6 levels ranging from the ability to remember facts to the ability to synthesize and evaluate information. In figure 1 this hierarchy is shown in more detail. In this hierarchy, each level depends on the student's ability to perform at the level or levels that are below it, i.e. before a student can apply certain knowledge he needs to have both the necessary information (stage 1) and a clear understanding of this information (step 2).



Figure 1: Bloom's hierarchy of knowledge development.

Depending on the type of internship assignment the SBB intern may start at different levels of Bloom's hierarchy for different elements of his/her internship. When faced with completely new models or concepts it will be likely that the student will start at the bottom of the hierarchy by getting new

information. During the internship the student will move up the hierarchy through comprehension, application etc. As the internship is part of an academic training it is desirable that, at least part of the knowledge he/she gains during the internship, can be placed in the top of the hierarchy, namely synthesis and evaluation.

For example, when asked to give strategic advice on product development, an intern has to start out by learning what a competitor analysis is, then collect the necessary data by applying his/her knowledge of what is needed for such an analysis, analyze the data using the appropriate tools and evaluate the outcome of the analysis, finally resulting in a strategic advice.

Other examples of learning outcomes in the cognitive domain: The ability to

- o *Identify the subsequent phases in the registration of a new drug.*
- o *Select and employ sophisticated financial tools to calculate a company's net present value.*
- o *Apply multivariate analysis techniques to analyze trends in sales.*
- o *Define a marketing strategy based on the analysis of sales and expected market growth.*
- o *Evaluate the effect of government support for the development of educational programs on entrepreneurship*

For skills development

Next to gaining (specific) knowledge, the (further) development of more general skills is very often part of a learning process and the SBB internship is no exception. Academic skills such as analytical skills and the ability to build an argumentation can be part of the learning process during an SBB Internship but also skills such as using certain software tools can be a learning outcome.

Examples of learning outcomes for skills development: The ability to

- o *Report, both orally and written, in a concise and comprehensive way.*
- o *Distinguish main issues from side issues.*
- o *Make clear and comprehensive PowerPoint presentations.*
- o *State arguments in a clear and concise way.*
- o *Use software programs, such as Excel, to gather and analyze information.*

For the affective domain (attitudes, feelings, values)

The affective domain is not about ability. Instead, it relates to the emotional component of learning, ranging from basic willingness to receive information to showing consistent and appropriate behavior. The (further) development of these personal traits is the third important element of an SBB internship, as traits such as pro-active behavior and self reliance are considered to be important for successful career development.

Learning outcomes may for instance be that you

- o *(More readily) Ask for help when necessary.*
- o *Show (more) self reliance in working independently.*
- o *Show a (more) proactive attitude towards work activities/new assignments*
- o *(More) Actively participate in meetings by contributing your vision/ideas/suggestions.*
- o *(More readily) Accept the need to give and receive constructive feedback.*

Learning outcomes in your SBB Internship plan: do's and don'ts

As stated earlier, learning outcomes describe how the intern has benefitted from his/her SBB Internship. To make these benefits stand out it is important to:

- o Do formulate your learning outcomes in a clear way.
- o Do link each learning outcome to a specific part of the internship.
- o Do make sure that the learning outcomes can be assessed by substantiating your achievements with examples, experiences, performance, deliverables, et.
- o Do NOT use vague terms but start each learning outcome with an action verb followed by the objective of the verb. Action verbs are e.g. identify, describe, discuss, apply, illustrate, analyse, calculate, argue, explain, modify, assess, compare, explain, recommend, display, participate, report, interpret, predict and relate.
- o Do NOT employ complicated sentences and learning outcomes with more than one action verb.

PLEASE CONSULT THE 2ND REFERENCE BELOW -ESPECIALLY THE PART ON THE WRITING OF LEARNING OUTCOMES- A COPY OF WHICH YOU CAN FIND ON BLACKBOARD.

References

- Bloom, B.S., Engelhart, M.D., Furst, E.J., Hill, W. and D. Krathwohl (1956). Taxonomy of educational objectives. Volume 1: The cognitive domain. New York: McKay.
- Kennedy, D., Hyland, A. and N. Ryan. Writing and using learning outcomes: a practical guide. BH 1 02 06 12.

Appendix 2: SCIENCE BASED BUSINESS INTERNSHIP ASSESSMENT FORMS

In this document:

- **Internship Assessment and Public Disclosure Agreement Form**
- **Forms for Assessment of Individual Attributes**
- **Forms for Assessment of Internship Provider/Supervisor**

The forms are to help structure and to be filled in based on a performance interview in which the supervisor and intern discuss their performance.

The *Internship Assessment and Public Disclosure Agreement Form* -to be filled in by/on behalf of the supervisor- a) provides a summary of the assessment of the individual attributes and b) provides information on the extent to which you permit us to provide public information on the internship. It also holds the question about the value the internship activities have added to your organization.

The *Forms for Assessment of Individual Attributes* are helpful for discussing and detailing the intern's performance with respect to several commonly used categories.

This form should preferably be used as a basis for the final assessment interview, though companies are of course free to use their own forms should they so prefer.

Some may prefer to also use the forms for an intermediate evaluation as this may be helpful as a way of providing feedback to the trainee.

Most convenient is when the Forms are filled in electronically. But the set-up allows as well to print the forms and to fill them with pen.

The Forms are to be added as an Appendix to the Internship Report (if necessary by scanning the forms filled in with pen).

With the Internship Report and the Forms as starting points, the Internship Mentor will consult the Internship Supervisor by telephone to determine the grade for the internship and discuss any issues on public disclosure should they arise.

The *Forms for Assessment of Internship Provider/Supervisor* are to be filled in by the intern based on what has been discussed during the performance interview and also to be added to the Internship Report.

NOTE: The Intern is furthermore expected to reflect on the performance assessment in the Internship Report.

Internship Assessment and Public Disclosure Agreement Form

| | |
|---------------------|--|
| Name of Intern | |
| Student number | |
| Title of Internship | |
| Supervisor | |
| Organization | |

| Assessment Table | | | | | | |
|--|---------------------|---|----|---|----|---|
| Intern's Attributes: | SCORE ^{*)} | | | | | |
| | I | S | MS | G | VG | E |
| Knowledge level and development | | | | | | |
| Analytical skills | | | | | | |
| Communication | | | | | | |
| Work quality | | | | | | |
| Work attitude | | | | | | |
| Organizational skills | | | | | | |
| Teamwork | | | | | | |
| Overall impression | | | | | | |
| Added Value | | | | | | |
| The Internship added value to your organization? | YES/NO | | | | | |
| The added value was | | | | | | |
| <input type="radio"/> <i>more than may be expected</i> of a master candidate from university | | | | | | |
| <input type="radio"/> <i>in line with what may be expected</i> of a master candidate from university | | | | | | |
| <input type="radio"/> <i>less than may be expected</i> of a master candidate from university | | | | | | |
| Remarks concerning the assessment: | | | | | | |
| | | | | | | |

^{*)}Insufficient; Sufficient; More than sufficient; Good; Very Good; Excellent; Attributes that are not applicable and cannot be assessed should be left blank

| Public Disclosure Agreement | |
|---|----------|
| I agree with listing the internship (name of Intern, name of Organization, title of Internship) on the SBB website. | YES [1] |
| I agree with inclusion of the public summary (part of the internship report) of the internship on the SBB website. | YES / NO |

[1] We assume that all internships can be listed in this way, possibly after alteration of the title to be published on the web. If this is still troublesome however, please replace Yes by No.

| | |
|---|---------|
| Assessment and Public Disclosure Tables filled in | |
| By | {name} |
| On | {date} |
| In | {place} |

ASSESSMENT OF INTERN'S INDIVIDUAL ATTRIBUTES

| | | |
|--|--|-----|
| KNOWLEDGE LEVEL AND DEVELOPMENT | | +/- |
| Trainee masters the relevant knowledge to perform the required duties, or has acquired these easily. | | |
| Trainee employs this knowledge in a goal-oriented way. | | |
| Trainee is eager to learn and is ready for self-development. | | |
| strong points | | |
| points for improvement | | |
| suggestions how to improve | | |
| situation from which this assessment resulted | | |

ASSESSMENT OF INTERN'S INDIVIDUAL ATTRIBUTES

| ANALYTICAL SKILLS | | + / o / - |
|---|--|-----------|
| Trainee effectively identifies problems | | |
| understands quickly | | |
| looks for relevant information | | |
| recognizes important information | | |
| is able to make connections | | |
| separates essentials from side-issues | | |
| traces possible causes of problems. | | |
| strong points | | |
| points for improvement | | |
| suggestions how to improve | | |
| situation from which this assessment resulted | | |

ASSESSMENT OF INTERN'S INDIVIDUAL ATTRIBUTES

| COMMUNICATION | | + / o / - |
|---|--|-----------|
| Trainee relates to colleagues easily | | |
| gives feedback on the work easily and clearly | | |
| responds to feedback on his own work readily. | | |
| strong points | | |
| points for improvement | | |
| suggestions how to improve | | |
| situation from which this assessment resulted | | |

ASSESSMENT OF INTERN'S INDIVIDUAL ATTRIBUTES

| WORK QUALITY | | +/-/0 |
|---|--|-------|
| Trainee produces high quality work | | |
| reviews his/her work critically | | |
| strong points | | |
| points for improvement | | |
| suggestions how to improve | | |
| situation from which this assessment resulted | | |

ASSESSMENT OF INTERN'S INDIVIDUAL ATTRIBUTES

| WORK ATTITUDE | | + / o / - |
|--|--|-----------|
| Trainee is pro-active | | |
| is flexible | | |
| indicates change where necessary and initiates it | | |
| cope well with setbacks or suddenly occurring problems | | |
| is decisive. | | |
| strong points | | |
| points for improvement | | |
| suggestions how to improve | | |
| situation from which this assessment resulted | | |

ASSESSMENT OF INTERN'S INDIVIDUAL ATTRIBUTES

| ORGANIZATIONAL SKILLS | | + / o / - |
|---|--|-----------|
| Trainee writes clear and intelligent reports | | |
| makes realistic time-plans and is able to stick to these (and knows how to keep others to stick to them as well if applicable). | | |
| strong points | | |
| points for improvement | | |
| suggestions how to improve | | |
| situation from which this assessment resulted | | |

ASSESSMENT OF INTERN'S INDIVIDUAL ATTRIBUTES

| TEAMWORK | | + / o / - |
|--|--|-----------|
| Trainee shows cooperation-oriented behavior | | |
| stimulates cooperation to achieve communal goals with the team | | |
| acts in the best interests of the team or the organization. | | |
| strong points | | |
| points for improvement | | |
| suggestions how to improve | | |
| situation from which this assessment resulted | | |

ASSESSMENT OF INTERN'S INDIVIDUAL ATTRIBUTES

| | | |
|---|--|--|
| OVERALL IMPRESSION | | |
| strong points | | |
| points for improvement | | |
| suggestions how to improve | | |
| situation from which this assessment resulted | | |
| OTHER REMARKS | | |

ASSESSMENT OF THE SUPERVISOR’S/ORGANISATION’S ATTRIBUTES

The below forms –to be filled in by the trainee- evaluate a number of organizational aspects of the performance of your Internship Supervisor and the organization where you perform your internship duties. This questionnaire may be used both as an interim evaluation, as well as for the performance assessment interview at the end of the internship period.

| SUPERVISION | | + / 0 / - |
|--|--|-----------|
| Supervisor gives adequate feedback | | |
| uses feedback that you give | | |
| gives sufficient freedom to perform your duties | | |
| keeps you informed of relevant matters and changes. | | |
| matters you judge positively | | |
| matters you judge negatively | | |
| suggestions how the negative matters can be improved | | |
| situation in which observed matters are evident | | |

ASSESSMENT OF THE SUPERVISOR's/ORGANISATION's ATTRIBUTES

| COLLEAGUES | | +/- |
|---|--|-----|
| You get/got on well with them | | |
| they give/gave you adequate feedback | | |
| they use(d) the feedback that you give them | | |
| they give/gave you sufficient freedom to perform your duties. | | |
| matters you judge positively | | |
| matters you judge negatively | | |
| suggestions how the negative matters can be improved | | |
| situation in which observed matters are evident | | |

ASSESSMENT OF THE SUPERVISOR’S/ORGANISATION’S ATTRIBUTES

| INFORMATION PROVISION | | + / o / - |
|--|--|-----------|
| Your supervisor or colleagues provide(d) adequate background information for you to perform your duties. | | |
| matters you judge positively | | |
| matters you judge negatively | | |
| suggestions how the negative matters can be improved | | |
| situation in which observed matters are evident | | |

ASSESSMENT OF THE SUPERVISOR’S/ORGANISATION’S ATTRIBUTES

| OBJECTIVE | | +/- |
|--|--|-----|
| You are/finished on schedule with your objective | | |
| your objective is still/was realistic | | |
| your objective is still/was a challenge. | | |
| | | |
| matters you judge positively | | |
| matters you judge negatively | | |
| suggestions how the negative matters can be improved | | |
| situation in which observed matters are evident | | |

ASSESSMENT OF THE SUPERVISOR'S/ORGANISATION'S ATTRIBUTES

| WORK LEVEL | | +/- |
|--|--|-----|
| The level of your work correspond(s/ed) with what you can handle the level is/was challenging enough. | | |
| matters you judge positively | | |
| matters you judge negatively | | |
| suggestions how the negative matters can be improved | | |
| situation in which observed matters are evident | | |

ASSESSMENT OF THE SUPERVISOR's/ORGANISATION's ATTRIBUTES

| WORKING CONDITIONS | | +/- |
|---|--|-----|
| Your working conditions are/were adequate | | |
| you are/were provided with all the means you need in order to perform your duties | | |
| matters you judge positively | | |
| matters you judge negatively | | |
| suggestions how the negative matters can be improved | | |
| situation in which observed matters are evident | | |

ASSESSMENT OF THE SUPERVISOR’S/ORGANISATION’S ATTRIBUTES

| TASKS, COMPETENCES, RESPONSIBILITIES | | + / o / - |
|---|--|-----------|
| Your tasks, competences, and responsibilities are/were well-balanced. | | |
| matters you judge positively | | |
| matters you judge negatively | | |
| suggestions how the negative matters can be improved | | |
| situation in which observed matters are evident | | |