

# Operational Internship

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Semester guide

# Semester guide

## Operational Internship 2023-2024

Hospitality Business School



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## Colophon

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## Preface

This semester guide describes how the Operational Internship and the internship tests are organised during Main Phase 1 at the Hospitality Business School (HBS). This document is intended for students who are intended to complete internship. Company coaches and internship coaches can also use it to gain more insight into the structure of the internship. There is a separate instruction available for company coaches.

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## Glossary

Company coach	A contact person at the internship company who supervises the intern.
Internship coach	A lecturer from the Hospitality Business School who supervises the trainee.
Peer group	Group of three to six students with the same internship coach who have regular online meetings to help each other, give feedback and motivate.
Operational Internship	A period in the HBS work field of at least 90 working days, during a minimum of 18 weeks. An intern uses this period to carry out operational tasks within the company and to take tests for the studies.
Exam	A report or product that an intern has to hand in to the internship coach. The reports or products are assessed and the intern gets feedback or a grade for it.
Blackboard	A Saxion HBS information portal. Whenever this is mentioned, it refers to the specific environment of the Operational Internship of the relevant academic year.



## 1. Introduction

This semester guide describes how the Operational Internship is structured within the three study programmes of the Hospitality Business School (HBS): Facility Management, Hotel Management and Tourism Management.

This document describes a number of important aspects of the Operational Internship. The first chapter is the introduction. The second chapter contains general information such as the purpose and structure, the preparation for the internship semester and the possible termination of the Operational Internship. The third chapter contains information about the guidance you, as an intern, may expect. The fourth chapter gives a short description of the tests during the internship. The student instructions for the three tests The Roadmap, Envision It and The Journey are successively discussed in the fifth, sixth and seventh chapter.

## 2. General information

This chapter first of all contains information about the purpose and set-up of the internship. Next, information is given on the preparation for the Operational Internship. Finally, a number of issues are explained that relate to matters during the internship.

### 2.1 Purpose and structure of the internship

This section will describe the underlying ideas of the internship.

#### 2.1.1 Purpose

The most important objective of the Operational Internship is to offer the intern the chance to acquire subject-specific skills within an authentic learning and working environment. In addition, performing tasks within such an environment increases the possibility of mastering certain skills. The Operational Internship offers you the opportunity to better understand and apply theories learned in class and to learn to think critically in complex or unclear situations. Finally, the semester provides an opportunity to support the carefully chosen experiences through reflection and critical analysis. Challenging, continuous and context-appropriate reflection on the realisation of personal learning goals turns a work experience into a learning experience.

#### 2.1.2 Structure

Under the supervision of an experienced business coach and an HBS internship coach, you perform tasks at the operational level within an organisation that is part of the professional environment. The tasks are determined by the company coach in consultation with the trainee and by HBS when it comes to the tests. Because the Operational Internship takes place early in the programme, part of the work to be carried out consists of contributing to the daily procedures within the organisation.

The internship is broadly structured so that you:

- execute specific, yet complex tasks;
- methodically and systematically work on the assignments from the training;
- make decisions and recommendations that have a short-term effect on the company;
- apply advice and feedback that can be obtained during the internship period from colleagues as well as from the internship company and its relations and from the peer group and the internship coach;
- draws conclusions regarding your own functioning in relation to the required competences, based on the feedback obtained.

### 2.2 Preparation of the Operational Internship

This section deals with the different steps you have to go through before going on an internship.

#### 2.2.1 Internship placement acquisition

Choosing your internship company is an important moment during your studies. Instead of asking yourself: "Which country do I want to go to?" the question should be: "What skills and knowledge do I want to develop?" or "What do I want to learn?". Once you have determined the answers to these questions, ask yourself: "What is the ideal organisation where I can realise my learning goals?". Maybe you need help from your study coach in formulating the answers to these questions or you need information from the teachers, experts in their specific field. Do not hesitate to contact them.

Follow the lessons in preparation for the internship that the HBS offers and study the knowledge clips on Blackboard. Here you will learn how to prepare yourself properly for the semester.

Doing an internship is complex and not every company can provide the right environment. It is therefore not allowed to look for an internship company yourself. The HBS has its own database Centuriweb, to be found via [centuriweb.saxion.nl](http://centuriweb.saxion.nl), with organisations that meet the educational requirements of the HBS. New addresses in the Netherlands and abroad are added continuously. Managers at these companies are well informed about how an HBS internship should proceed and what support HBS interns need. **Please note** that you may only contact these organisations if you have permission from the relevant account manager.

On Blackboard in the current internship course, you will find an overview with HBS account managers, information about the accounts and per account an educiip, in which the account manager explains which possibilities there are within the account.

Therefore, once you have determined the learning objectives you want to achieve, follow the procedure below:

1. Visit the internship course on Blackboard for information about the accounts and the details of the account managers. Read the information about the registration process carefully, so that you are aware of the allocation to an account and the deadline that applies for registration;
2. Have you viewed the clips and still have questions? Then contact the account manager. Use the online HBS Q&A sessions for this. During these sessions you can ask your questions. The dates and times can be found in the HBS year planning and on Blackboard under announcements;
3. When you have enough information, you make your choice for one account. If you are unsure about which account to choose and the options that come with it, it may be useful to ask your study coach for help;
4. When you have made your final choice the first thing you are going to do is take the internship readiness test. This is a conditional test, only after gaining 200 points is it possible to register for an account.
5. Then you can register for the relevant account. Please follow the next steps:
  - a. Register for an account by filling in the digital registration form in the Blackboard course Praktijkstage / Operational Internship before the deadline mentioned. In the form you indicate the following:
    - i. Your personal information;
    - ii. When you will start your internship (semester 1 of 2);
    - iii. Your preferred account.
  - b. External Relations will inform you a few working days after the deadline whether you have been admitted to your preferred account.

If you are not selected, External Relations will inform you and you will receive an overview of the accounts for which students can still be admitted. You can then re-register for one of these accounts. The chance of being rejected is certainly present, so think carefully about plan B and look into several accounts so you can register for another (still available) account.

If you are admitted to an account, you will receive a message from External Relations about the next steps towards the account manager to start the internship placement.

## 2.2.2 Admission criteria

You must have met the BSA to be allowed to proceed to the Main Phase of your study, of which the Operational Internship is a part. If this is not the case, and there is a risk that you will not achieve the required number of credits before the deadline, you must inform your account manager of this before the start of the negotiations. The account manager is then free to decide how to proceed.

### 2.2.3 Important stakeholders

The roles of the main parties involved in the Operational Internship are described below. Contact details are also given.

#### The Internship Committee

The Internship Committee is responsible for monitoring the quality of the Operational Internship, the minor Management Internship and the consistency of the procedures related to these semesters. The members of the Internship Committee are responsible for the semester documents, including semester guides, instructions and assessment forms. The Internship Committee decides on conflicts and provides advice to the parties involved. The Internship Committee also organises the activities in preparation of the internship.

The coordinator of the internship semester is Tatiana Alekseeva (tel. +31 (0) 06-45592928). Tatiana Alekseeva is responsible for the organisation of the semester as a whole. You can reach the members of the internship committee by email: [stagecommissie.hbs@saxion.nl](mailto:stagecommissie.hbs@saxion.nl).

#### HBS External Relations

The department HBS External Relations is responsible for the activities concerning the organisation and management of the internships. Together with the account managers, they coordinate the contacts with the internship companies. They also manage the internship agreements. You can contact External Relations by email: [externalrelations.hbs@saxion.nl](mailto:externalrelations.hbs@saxion.nl).

#### The account managers

Account managers maintain business relationships with the organisations within their accounts. By an account, we mean a particular industry or a country/region. An account manager ensures a good match between intern and internship company. They are also involved in resolving any conflicts and have an advisory/informative role with regard to the negotiations between the intern and the company. The email addresses of the HBS account managers can be found on Blackboard in the current internship course.

#### The study coach

The study coach remains a point of reference for advice on study progress. When interns are not at school, they are still engaged in their studies. It is advisable to keep the study coach informed about the progress of the internship tests, the balance of work/study time and the next steps in the study. The study coach should also be involved in case of problems during the internship: before any major decisions are taken, you should first talk to a study coach.

In case of an emergency, the HBS front office can be contacted during office hours (tel. +31 (0)88-0195458, email: [hbsfrontoffice@saxion.nl](mailto:hbsfrontoffice@saxion.nl)). In weekends and on holidays, the HBS emergency number can be called (tel. +31 (0)6-45592645). This emergency number can be reached 24 hours a day.

All questions related to the formalities of staying abroad and the completion of studies in general can be answered by the HBS front office, email: [hbsfrontoffice@saxion.nl](mailto:hbsfrontoffice@saxion.nl).

### 2.2.4 Start and duration of the internship

The internship starts in September or February (see the year planning for the exact dates) and is at least 90 working days, over a period of at least 18 weeks (approximately five months). In general, a working week of 40 hours applies.

Working on your internship tests is also considered a work-related activity. The exact number of hours per week available for this must be discussed with your company coach. You are strongly advised to do this prior to the internship in order to avoid misunderstandings afterwards. Ask the account manager for help with this.

### 2.2.5 Internship agreement

The HBS internship agreement is an important legal document and obligatory for the student to fill in. Immediately after you have reached an agreement with your internship company, and no later than 3 weeks before the internship starts (see the HBS year planning), your internship agreement must be completely filled in and sent to External Relations.

The digital internship agreement can be found on Blackboard. It is your own responsibility to ensure that the agreement is fully completed; in other words, that it reflects the agreements made with the company. If necessary, you can ask the account manager for help.

After External Relations has checked and signed the agreement, it will be sent to the company by e-mail. This means that three parties sign the internship agreement.

When the agreement is signed by a representative of the internship company, it is sent back to External Relations. External Relations sends the fully signed agreement to the student by email.

The internship agreement is a binding document. The programme requires you to do an internship for at least 90 days and 18 weeks. It may be agreed that the internship period will be longer than the minimum. Because it is a binding document, all parties must adhere to these agreements. It is therefore not possible, for example, for you to leave the company earlier because you still have to retake other tests.

### 2.2.6 Compensation and scholarships

There is no compensation system for HBO internships in the Netherlands. However, many collective agreements do state that interns are entitled to some form of compensation. The standard differs per industry and per country. If there is no standard, companies are advised to give the trainees a compensation for the costs they make during the internship, for example travel expenses. In foreign internships, board and lodging is usually included, but there are also internships where less compensation is given. Discuss the conditions during negotiations with the account manager or later during the application process with the representative of the internship company.

A number of scholarships are available for internships abroad. For more information about the possibilities, please check the internship course on Blackboard. Moreover, information can be found at My Saxion at 'Knowledge Base Students'. The number of scholarships is limited and there is a strict application deadline, so apply in time for a scholarship.

### 2.2.7 Insurances

Below you will find information about the necessary insurances you need to arrange prior to your internship. Interns are responsible to take care of the necessary insurances for both national and international internships.

#### Private liability and accident insurance

The HBS strongly recommends arranging a private liability and accident insurance (if the internship organisation does not provide this for the intern). In some countries these insurances are mandatory. For an internship abroad is advisable to check the conditions and coverage. In general, internship companies abroad do not arrange a private liability insurance and accident insurance on behalf of interns. In the Netherlands, more and more companies refuse to insure interns for liability and accidents. Therefore, discuss this insurance matter carefully with your internship organisation, so that you have time to arrange these insurances yourself.

#### Travel insurance

Make sure that you do not arrange a standard travel insurance, this insurance normally covers up to a maximum of 90 days abroad and will only process claims of persons residing abroad for holiday purposes. In the case of study or internship claims will not be processed. There are special intern packages available for internships or study abroad. Check out the following websites:

<https://www.aonstudentinsurance.com/en/home> <https://www.insuretostudy.com/nl/>

#### Health insurance

The Dutch (basic) health insurance provides worldwide coverage, but it is important to check whether the coverage is sufficient for the country where you will stay during the internship. Please note that costs for health care, for example the US or Switzerland are more expensive than in the Netherlands. The Dutch health insurance organisation will only pay for medical costs based on the Dutch health care rates. So, an additional health care insurance is highly recommended.

#### Insurances during period abroad

Please note that the above mentioned insurances need to cover the entire duration of the intern's stay abroad (including the period before and/or after the internship).

Please study the insurance conditions and coverage carefully if you are doing your Internship 1 abroad. In general, internship companies abroad do not arrange a private liability insurance or accident insurance on your behalf. It is also wise to consult with international account manager before you make insurance arrangements. Requirements differ per country.

## 2.3 During the Operational Internship

This section deals with some important issues during your internship.

### 2.3.1 Illness and days off during the internship

If you fall ill during your internship, you should report this immediately to the company coach and, in some cases, to the HRM department. Check with your company coach what the correct internal procedure is. In case of long-term illness or repeatedly reporting sick, the internship coach must also be informed. Days of absence due to illness must be noted on the daily schedule. In case of long-term illness or absence, you can decide together with your company coach and internship coach at the end of your internship where and when you make up the days you were absent. Take medical examinations into account; you may sometimes be asked to undergo such an examination.

In general, you are not entitled to extra days off (e.g., a week's holiday) unless you have discussed this beforehand and it is included in the internship agreement. Extra days off must always be compensated with extra hours of work to meet the requirement of a minimum of 90 working days (over a period of no less than 18 weeks). Since all parties have signed the internship agreement, both your internship company and you must stick to the start and end date of the internship. Exceptions can only be made for compelling reasons and in certain, specific situations.

### 2.3.2 Miscellaneous

You are obliged to cooperate with a medical examination if this is relevant to the internship company.

The HBS assumes that you will treat all matters you come into contact with during your internship as confidential.

## 3. Supervision of the intern

In this chapter, the roles of the company coach, internship coach and peer group are explained. You will also find information on contact with the internship coach and the company coach.

### 3.1 The role of the company coach

Guidance within the organisation is provided by the company coach. He or she will guide you both in the execution of your tasks and in your personal development.

De company coach:

- offers you the opportunity to participate in projects that stimulate your involvement and curiosity;
- allows you to take responsibility for actions that affect others;
- creates a learning environment, so you can further develop your learning experiences;
- gives you feedback by means of, among others, the mid-term review and the closing interview (this is part of The Journey);  
ensures that you are given space to work on the internship tests.

### 3.2 The role of the internship coach

Guidance from the Hospitality Business School is provided by the internship coach.

The internship coach:

- is your first contact for problems and questions during the internship;
- assesses your tests;
- schedules all peer group meetings in advance and assigns chairs one at a time;
- guides the peer group with regard to:
  - The learning goals and the steps you take to achieve them;
  - Giving and receiving feedback;
  - Your personal development.

### 3.3 The role of the peer group

During the internship, you will be placed in a group of three to six fellow students with the same internship coach, who will form your peer group. This peer group has six scheduled online meetings during the internship, three of which are with your internship coach. In the peer group, both substantive and personal topics are discussed and it is the perfect place to learn from each other and motivate each other during this internship period. In the infographic in appendix V you can see which topics are planned. The programme and the required preparation for the six meetings can be found on BB - peer group - week number. Of course, you can have more frequent contact with your peer group, for example via WhatsApp.

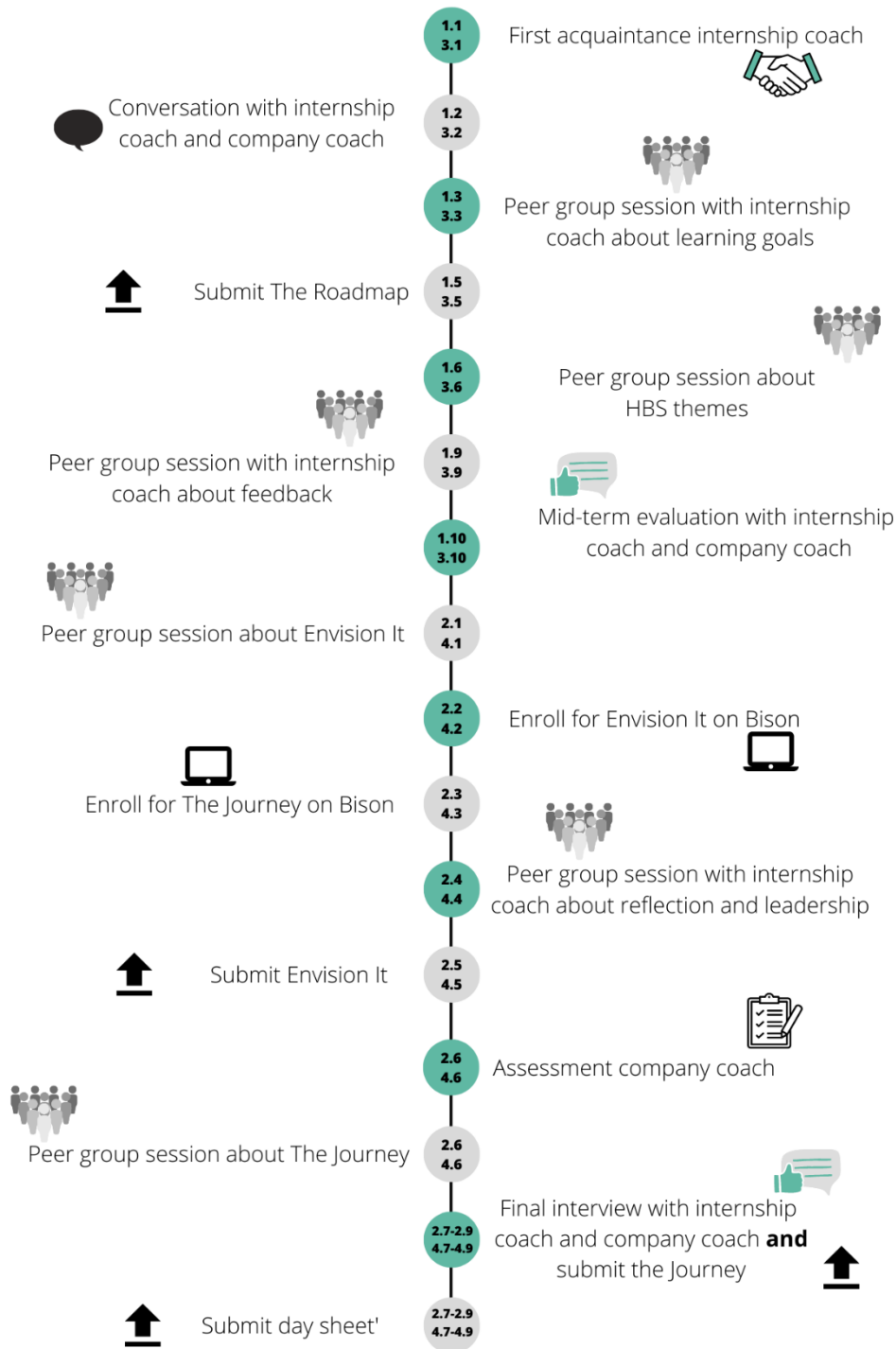
### 3.4 Contact with the internship coach and company coach

During the internship, several times you will have contact with your internship coach and your company coach. Of course, you can also contact your internship coach and/or company coach yourself if you have any questions or problems. The figure on the next page shows how the semester is structured and which contact moments there are with the various stakeholders.

The contact moments between you, the internship coach and the company coach usually take place online, for example through Microsoft Teams. The internship coach can also choose to visit you physically, if possible. This will depend on the location and situation.

Figure 3.1: Infographic general planning Operational Internship

# Operational Internship





In table 3.1 you will find a schematic overview of the contact moments with your company coach and internship coach. In table 3.2 you will find a schematic overview of the peer group meetings.

*Table 3.1: Contact moments during the Operational Internship*

<b>Week</b>	<b>What</b>	<b>Additional information</b>
1.1/3.1	Meeting with your internship coach	Make an (online) appointment with the internship coach for a brief introduction. During the meeting look at your first experiences, express expectations to each other and schedule individual contact moments until the end of the internship.
1.1/3.1	Meeting with your company coach	Make an appointment with your company coach for a three-way meeting in week 3.2. Send him/her the company coach manual by mail, or hand it to him/her physically.
1.2/3.2	Conversation with internship coach and company coach	Have a conversation about your learning goals, the content and tasks of your internship and the supervision. Discuss the dates of the peer group meetings (you received them in week 1.1/3.1 from your internship coach) and see together how you can make space for them. <b>Plan the mid-term evaluation and the final interview (as part of The Journey test).</b> Point out to the business coach that the Professional Functioning Assessment form can be found in the Business Coach's Manual.
1.10/3.10	Mid-term evaluation with your internship coach and your company coach	Hold a meeting with your internship coach and your company coach for the mid-term evaluation. Collect 360 degree feedback prior to this interview and discuss the result. You will find the description of the 360 degree feedback in the test The Roadmap. Use the completed Professional Functioning form as input for this interview. You can find a description of this and the form in the test The Journey.
2.8-2.9/4.8-4.9	Final interview with your internship coach and your company coach – part of the exam The Journey	Hold a final meeting with your internship coach and company coach. During this conversation give a presentation about your findings of Envision It. You will then receive feedback on your professional performance from your company coach and you will discuss this with your internship coach and company coach. The internship coach and company coach will together come to a final assessment for the test The Journey. You will receive your grade immediately after the discussion.

*Table 3.2: Peer group meetings during the Operational Internship – the exact dates will be sent to you by your internship coach in week 1.1/3.1*

<b>Week</b>	<b>Subject</b>	<b>Internship coach present?</b>
1.3/3.3	Setting learning objectives	Yes
1.6/3.6	HBS-themes	No
1.9/3.9	Giving feedback	Yes
2.1/4.1	Envision It	No
2.4/4.4	Reflect on leadership	Yes
2.6/4.6	The Journey	No

## 4. Exams and exam procedures

In this section, the exam design is discussed. The specific instructions per exam can be found in the following chapters.

### 4.1 General information

There are two summative exams and one formative exam. This means that you receive credits for two exams and feedback for one exam, but no grade.

The internship tests are individual exams. It is not possible to submit an exam as group work, even if several students work at the same company.

If one or more exams are assessed as insufficient, you must always contact the internship coach to determine which improvements can lead to passing the exam.

The HBS internship committee considers it highly desirable that exams are handed in as soon as possible. You need to register in Bison yourself for Envision It and The Journey. You do not have to register for The Roadmap, as this is a formative exam. For all exams, you are responsible for your own progress, for ensuring cooperation between your company coach and internship coach, and for informing your internship coach of any bottlenecks you might encounter during your internship. For all exams the deadlines as published in the HBS exam timetable apply.

### 4.2 Overview of the exams

Table 4.1 gives an overview of the three exams of the Practical Training. The correlation between the different exams is shown in figure 4.1 on the next page.

*Table 4.1: Overview exams Operational Internship*

Code	Name of the exam	ECTS
x	Operational Internship: The Roadmap W	x
T.54549	Operational Internship: Envision It W	10
T. 54621	Operational Internship: The Journey PF	20

### 4.3 Language of the exams

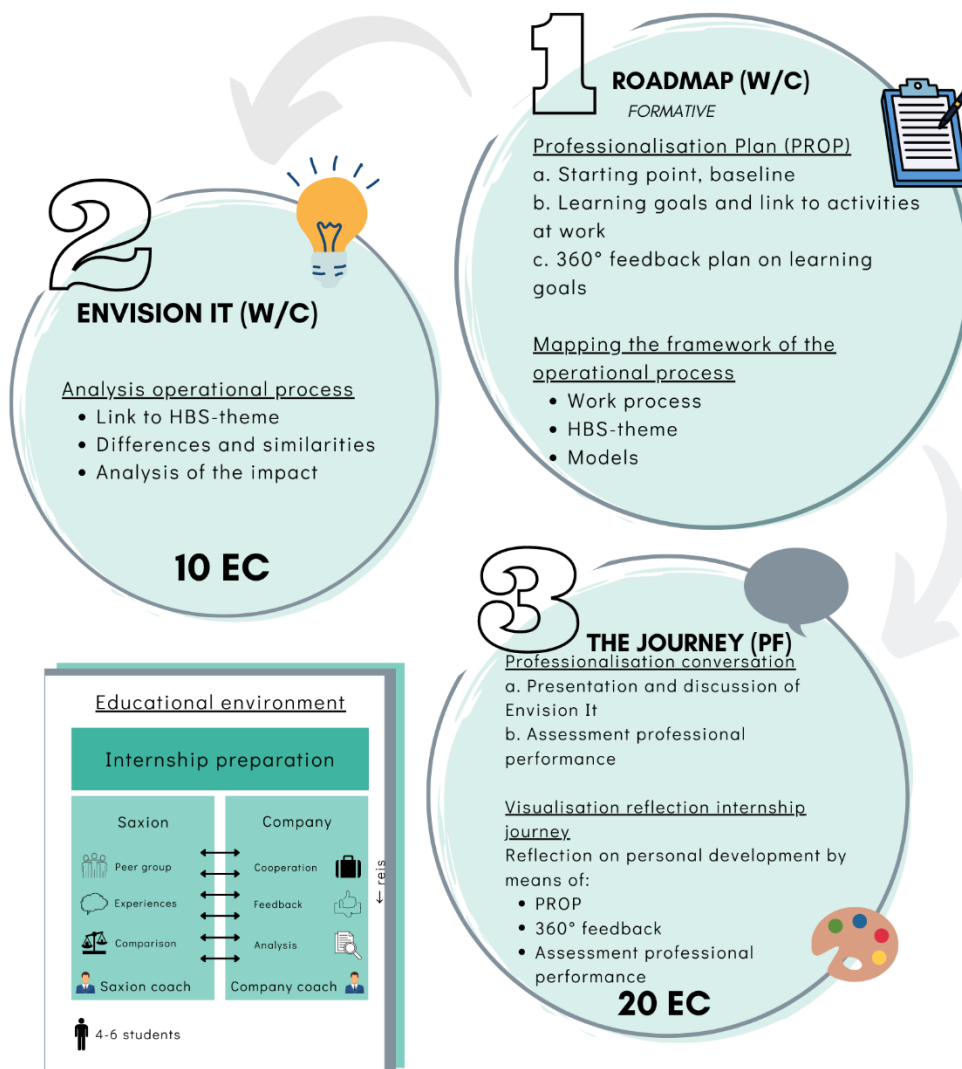
The internship exams are also intended for the management of the organisation. This means that all parties, your company coach, your internship coach, other managers at the company where you are interning and other representatives of the HBS, must be able to understand the exams without any problems. Sometimes it is preferable to use the language of the country where you are pursuing your internship, especially if this is the language you want to practice during your internship. However, most foreign internship companies are international, with English as the main language. In this case, products in English are preferred by all.

Discuss the language of the exams with your internship coach and your company coach and decide together which language is best for everyone, including you. A condition is that all products are delivered in the same language.

Figure 4.1: Visualisation correlation Operational Internship exams

# OPERATIONAL INTERNSHIP

Understanding, executing, analysing and evaluating the operational process as a translation of the company's tactical/strategic choices, and developing personal and professional skills.



## 4.4 Completing the Operational Internship on time

We expect you to have passed the exams within one semester after the start of your internship. However, it is possible that you will not be able to do this and will have to take a retake. The retake procedure is explained per exam in the relevant chapter. We assume that you will make optimal use of the coaching and expertise of your internship coach during your internship period and that you will hand in your professional products at the end of the semester. If you have not finished your products after one semester, your internship coach will check your exams the following semester, but guidance will not be offered anymore by your internship coach. After that, the internship committee takes over the task of supervision and assessment.

There is no maximum expiry date on this module. This means that you can retake the exams until you have passed them. Please note that you may need the credits to be able to start the next phase of the programme, such as the Smart Solutions Semester.

## 4.5 Termination of the Operational Internship

Unfortunately, some internships are ended prematurely. This paragraph describes the consequences for the intern of such a termination and the necessary procedures. The consequences of an internship termination vary per intern and the reasons for the termination. An intern is entitled to a new placement within the current internship semester (as stated in the study contract) if the internship company cannot offer the placement due to financial problems, change of ownership, health problems or force majeure.

An intern is not entitled to a new place within the current internship period and will have to do the whole internship again in one of the following semesters, when;

- The internship is terminated by the company due to the behaviour of the intern;
- The internship is terminated by the company without consulting the internship coach, the account manager, the study coach and above all the company coach. It is important that there has been contact with all four parties mentioned and it has been agreed that the internship will be terminated, before the internship is actually terminated.

It may happen that, although an intern is entitled to a new internship position, it is not possible to find a place for the remaining part of the internship at short notice. This may result in a delay or an overlap with the next semester. Such cases are discussed within the internship committee.

In case of termination of the internship at the initiative of the intern or the internship company, the student is strongly advised to follow the procedure below:

1. Inform the internship coach immediately about the termination of the internship;
2. Inform the internship committee about the termination of the internship. Complete the form ' Procedure of an internship termination follow up' (see appendix I) and email it to the internship committee;
3. Make an appointment with the study coach to discuss what happened, the reasons why the internship was terminated and the further steps in your study career;
4. If the appointment with the study coach results in a decision to apply for a new internship, the student must make an appointment with the representative of the internship committee. A request for an appointment can be emailed to: [stagecommissie.hbs@saxion.nl](mailto:stagecommissie.hbs@saxion.nl).

## 4.6 Disclaimer

The information provided in this semester guide is accurate given the knowledge available at the time of writing. Where the text in this semester guide deviates from the provisions in the Education and Examination Regulations the text in the Education and Examination Regulations is leading. In its striving for continuous improvement Saxion furthermore has the right to make changes in programmes, modules, timetables or information without prior notice.

## 5. Student instruction: The Roadmap

The following paragraphs describe the instruction of the formative test 'The Roadmap'. The name was chosen deliberately, as this test is the preparation for making the tests 'Envision It' and 'The Journey'. So it is like a roadmap for these two tests.

### 5.1 Introduction

With the formative test The Roadmap, you create the basis for the summative tests Envision It and The Journey. The Roadmap is formative, which means that you as a student do not receive a grade for this test, but you do receive valuable feedback and feed forward that you need to pass Envision It and The Journey.

You hand in The Roadmap in week 1.5/3.5 and there is a retake possibility in week 1.8/3.8. The form in which you hand in the test is preferably visual: for example, an infographic, a presentation, a poster, a mood board or a Prezi. After all, you are making a roadmap, and that is of course a visual product. A report is also allowed (max. 4 A4), but we hope you will be creative here! In the following paragraphs you will find a description of the components within the formative test The Roadmap.

### 5.2 Structure of the exam

In this section, you will find information about the structure of The Journey.

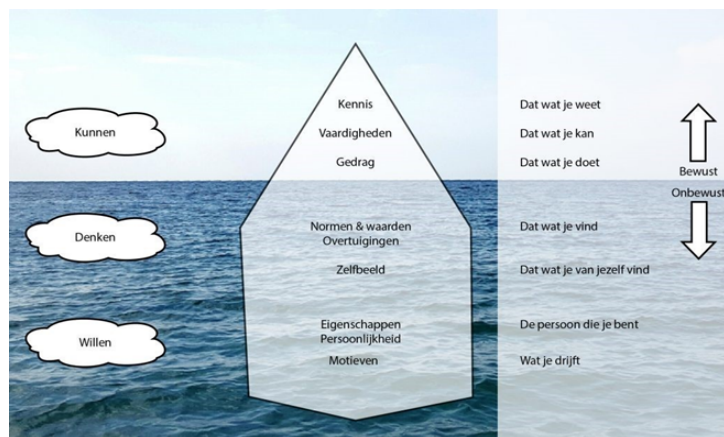
#### 5.2.1 Preparation for The Journey

For the purpose of the test The Journey you describe three elements in The Roadmap: a starting point, your learning goals and a feedback plan. You will find the interpretation and intention of this in the paragraphs below.

##### Starting point

As already mentioned, The Roadmap starts with a so-called 'starting point'. This means that you describe where you are now in terms of your 'skills' in the Operational Internship: your knowledge, skills and behaviour from the Iceberg model, see figure 5.1 (McClelland, 1985). To substantiate this, you can use the DISC model to describe your qualities and obstacles, the most important feedback you received during tests, feedback and cooperation moments in year one (and optionally semester one of year two).

*Figure 5.1: Iceberg model*



(McClelland, 1985)

### Learning goals

Based on the starting point, you formulate four learning objectives that are SMART (Specific, Measurable, Acceptable, Realistic and Time-bound). An instructional video has been added to help you formulate SMART learning objectives:

- [SMART Goals – Quick Overview](#)

At least one of the four learning objectives should be personal and one professional. Personal learning goals focus on the development of your personality, qualities and talents. By achieving these goals, you will grow in your strengths and overcome your weaknesses. For example: you know that you are open-minded, enthusiastic and objective. At the same time, you are shy (withdrawn), condescending and insensitive. Your personal learning goal can be aimed at further developing your open-mindedness (strong point) or it can be aimed at improving your insensitivity (point of improvement). It is important that your personal learning goals are related to your professional context, for example that you want to be proactive in your professional development or improve your oral English communication. It is also important that you briefly substantiate why these learning goals are important.



When setting your learning goals, refer to your starting point!

In addition to one or more personal learning objectives, you also set at least one professional learning objective. With professional learning objectives, we mean learning objectives that are specifically based on tasks within the operational process, for example learning to work independently with a reservation or FMIS system. It is also important that you substantiate why this professional learning objective is important for your internship.

### Feedback plan

Lastly, you make a plan for collecting feedback. In order to reflect on your learning objectives during the test The Journey, you make active use of the feedback from others. For each learning objective you describe from whom, when and how you are going to collect feedback. You also formulate per learning objective at least two feedback questions per person, which have to be answered by your feedback providers. You have to collect feedback from at least eight people from at least three different types of stakeholders such as colleagues, clients or guests, peer group, business coach, etc. You also make a (global) schedule for when you will collect feedback from whom.

In text box 5.1 you will find the elaboration of a learning objective including a feedback plan.

*Text box 5.1: Elaboration learning objective*

#### **Learning objective**

I want to discover whether this field of work suits me, so I choose an operational internship where I can get to know the entire scope of the field of work, so I can experience where I can use my talents. I will ask (in consultation with my company coach) for feedback from two colleagues in each department and I will keep track of what tasks give me energy and what costs me energy. Finally, I will ask my peer group for feedback.

#### **Feedback plan**

First question to company coach: according to my starting point, I have a talent for organising. Does this quality come into play within my current range of tasks?

First question to colleagues: according to my starting point, I can still grow in creativity. Is that an obstacle in my current tasks and if so, how can I develop it?

First question to peer group: you have seen me during my internship. What did you notice about me in relation to the different jobs I had?

Feedback givers: company coach and two immediate colleagues.

For The Roadmap, you work this out (preferably in a visual way or in a diagram) for all your learning objectives. You collect the feedback for the purpose of the reflection product of The Journey. As you have to add the feedback to the reflection product as evidence, it is advisable to collect the feedback in writing.

## **5.2.2 Preparation for Envision It**

Envision It, that means: imagine it, visualise it. In this exam (week 2.5/4.5) you will make the same representation that an entrepreneur or a manager in the hospitality industry also makes. Like you, the entrepreneur or manager sees that the world around him/her is changing rapidly and he/she wonders what these changes mean. He/she therefore makes a representation based on these changes and considers what impact these changes will have on the organisation. What will it mean for turnover? On costs? What other value will he/she be able to add to the business, such as hospitality, sustainability, safety or productivity? What will the guests, employees and other partners think of these changes? The entrepreneur uses this representation to determine whether, and to what extent, these changes will be applied in the business. For Envision It, you will do the same, but in a simplified way. You will not make the presentation for the entire internship company, but for a self-selected work process within your department of the internship company. This makes Envision It a realistic professional product.

Before writing The Roadmap, it is a good idea to read the student instructions for Envision It, because then you will have a better understanding of which components you have to make for The Roadmap.

For Envision It, you describe three components in The Roadmap: the chosen working process, the chosen model and the chosen HBS theme with the corresponding trends and developments. These components are explained below.

### The work process

During the Operational Internship, you work as an intern in the operational part of your internship company. The activities you carry out there are part of the internship company's service concept: an elaboration of the way in which processes, procedures, systems, the organisation and management are set up to provide services to visitors. If, for example, you work at a company's reception desk, the service concept is aimed at welcoming visitors and ensuring that they can do what they have come to do (visit, work, stay overnight, receive treatment, hold meetings, etc.).

Within each service concept, a number of work processes can be defined. A work process is an ordered series of process steps that is carried out within (part of) an organisation with the aim of making a specific contribution to the service concept. For example, at the reception one could expect that there are work processes like:

- Checking visitors in or out or registering them;

- Physically or digitally accepting and processing reservations/purchases;
- Referring visitors to persons/departments/activities within the company;
- Handling information requests or complaints.

As you can see, there are several work processes, which together contribute to the smooth running of the service concept as a whole. Some work processes are fairly general in nature and can be found in a similar form in several organisations. Other work processes are specifically designed to distinguish the organisation from others. For example, the check-in of a luxury hotel will be completely different from the check-in of a simple bungalow park and the access control at a festival site will be completely different from that of a restaurant. You often see that an organisation standardises such work processes, so that every employee carries out the work process in the same way and the organisation can thus influence the efficiency and quality of the service concept.

Consult with your business coach about the service concept and the work processes that fall within it, so that with his/her help you can choose a suitable work process for Envision It.

For this part of The Roadmap, you start with a general description of your organisation, the department you work in and the work you do as an intern. The starting point for this is the work processes that are designed for a hospitable reception of the guest, employee, supplier, partner or other user and the journey that this target group makes through the service process of your organisation and the department where you work. The depth of the description of the organisation and your work is such that an outsider understands what happens in the work process that you will subsequently choose for Envision It. After this introduction, you present the work process that you have chosen and that is appropriate for your course.



Substantiate why you have chosen this work process, what it entails and which stakeholders are involved. The detailed elaboration of the work process is done in Envision It.

#### The model

The second part is the choice of the model that you link to this work process. As described above, a work process is an ordered series of process steps that is executed within (part of) an organisation with the purpose of making a specific contribution to the service concept. For this ordering, you make use of an appropriate model. With a model you give structure to the description of the work process and therefore its use is part of this test. A model may not distort reality, but should help you to understand reality better. You may choose a suitable model yourself, which you have used for example in the first year of your study. On Blackboard, under 'manuals and instructions', you will find an overview of all the models that have been used in the first year of your study programme. Explain why you have chosen this model.

In the example of the reception work process 'checking in and out a visitor', you could choose the Customer Journey model, as it schematically represents the encounter of the visitor (service recipient) and the organisation. Using this model, in Envision It, you will name the most important touchpoints and indicate what the visitor needs at each touchpoint and what activities/services the organisation provides to meet those needs. Online you can find many examples of customer journeys. In the online toolkit on Blackboard, you will find several models that were used during the first year of the Facility Management, Hotel Management and Tourism Management programmes.



In The Roadmap you don't have to work out the model yet, you do that in Envision it. The important thing here is that you choose a model that fits the work process and that you substantiate your choice.

#### The HBS theme

The third section is about choosing an HBS theme and relevant trends and developments (T&D) within it. In Envision It, you link an HBS theme to your work process and imagine what that would mean for that work process. Next, you describe what impact this change could have on the stakeholders.



Imagine that you are working as an intern at the reception of a wellness resort and you immerse yourself in the HBS theme "Security meets Hospitality". You find out that this theme is about the increased focus on security (covid, terrorism, cybersecurity, Internet of Things) within the hospitality business and that it is important to find the balance between security and hospitality. Among other things, you read: "Hospitality is a means to increase safety and safety of the guest is an important precondition for being able to establish a hospitality concept". You also read that an important trend in this respect is predictive profiling, in which employees are trained to recognise dangerous people and/or situations and are taught to adapt their actions accordingly. You think that this might also be interesting for the wellness resort and you discuss this with your company coach. The coach confirms that this is an appropriate topic, as the company also struggles with this issue from time to time. Recently, there have been a number of incidents involving unwelcome guests and the call for more safety measures is growing. At the same time, people are wary of this, as it could adversely affect the feeling of welcome. You argue the relevance of this theme and trend for your internship company and the work process you have chosen.

Study the HBS themes and make a choice for one specific theme, of which you can substantiate that it is relevant for your organisation, the department where you work and the chosen work process. Include in your justification one or more trends and developments that are described within the chosen HBS theme. Again, the specific elaboration of the theme and the link with the work process will be done in Envision It. In appendix VI you will find an infographic with all the HBS themes and on Blackboard you can find the further elaboration of the HBS themes with the specific trends & developments (T&O's).

### 5.3 Assessment and procedures

In the following paragraphs, the procedures concerning the assessment and retakes are discussed.

#### 5.3.1 Assessment of The Roadmap

The Roadmap is assessed using a traffic light system. The two different parts (preparation for The Journey and preparation for Envision It) are assessed separately. So, in the final assessment of this exam, you get two coloured marks: one for the preparation for The Journey and one for the preparation for Envision It. In table 5.1 you will find the explanation of the final assessment of The Roadmap using the colour system.

Table 5.1: Assessment system The Roadmap

Colour	Explanation
	Insufficient, a different approach is required
	There are a number of critical issues, please reconsider
	Well done, you know what you want to achieve and how

Given the fact that The Roadmap is a formative exam, the assessment has no direct influence on your study progress within the Operational Internship. Given its important function in relation to the other two exams, we strongly recommend that you retake any parts assessed as 'red' (if possible) and discuss any 'orange' parts (critically) with your internship coach and/or company coach.

#### 5.3.2 Conditions for the exam

The quick scan is formally performed on the aspects of Reporting guidelines and spelling and grammar. Please note that this is a conditional requirement for Envision It.

#### 5.3.3 Enrolment

You do not have to sign up to participate in The Roadmap, as it is a formative exam.

### 5.3.4 Submission

You must hand in your work digitally before the deadline, at the appropriate submit point in Blackboard in week 1.5/3.5. A plagiarism scan will be performed on the submitted work to identify similarities between the submitted work and other sources.



Unfortunately, it is impossible to automatically inform your supervisor that the test is ready for grading. Therefore it is important that you inform your internship coach as soon as you have handed in your exam.

There are a number of important dates regarding the submission of The Roadmap:

- First submission moment for The Roadmap is on Tuesday (17.00 hrs) in week 1.5/3.5;
- You will receive feedback on the first attempt on Tuesday in week 1.7/3.7;
- Second submission moment for The Roadmap is on Tuesday in week 1.8/3.8;
- Latest feedback on the second attempt is on Tuesday in week 1.9/3.9;
- For the mid-term evaluation meeting in week 1.10/3.10 it should be clear whether The Roadmap provides sufficient direction.

### 5.3.5 The retake procedure

If you did not pass the exam at the regular opportunity, you have the possibility to retake the exam later in the academic year, in week 1.8/3.8. During the peer groups you will be informed about the retake procedure.

If you want to retake the exam, you will have to retake the entire paper. When handing in the retake, please indicate what you have changed in comparison to the regular chance, for example by using a different colour.

## 6. Student instruction: Envision It

In the formative exam The Roadmap you have made the preparation for Envision It and you have received feedback on this from the internship coach. If you have not done so yet, study the student instructions for The Roadmap first and discuss with your internship coach how you can still make a good proposal for this exam.

### 6.1 Introduction

Envision It, that means: imagine it, visualise it. In this exam you will make the same representation that an entrepreneur or a manager in the hospitality industry also makes. Like you, the entrepreneur or manager sees that the world around him/her is changing rapidly and he/she wonders what these changes mean. He/she therefore makes a representation based on these changes and considers what impact these changes will have on the organisation. What will it mean for turnover? On costs? What other value will he/she be able to add to the business, such as hospitality, sustainability, safety or productivity? What will the guests, employees and other partners think of these changes? The entrepreneur uses this representation to determine whether, and to what extent, these changes will be applied in the business. For Envision It, you will do the same, but in a simplified way. You will not make the presentation for the entire internship company, but for a self-selected work process within your department of the internship company. This makes Envision It a realistic professional product.

The professional sees these changes through contact with his/her network. That network consists of talking (online/offline) with other professionals, reading trade journals, visiting (online) trade fairs and symposiums, or by making working visits to suppliers, colleagues and competitors. The examples in text box 6.1 give an insight into what is expected from you.

#### *Text box 6.1: Examples plan of approach Envision It*

Reservation agent Carl Jackson hears from Online Travel Agents that guests are increasingly choosing hotels based on security features and wonders how his hotel's security image can be enhanced. He consults security experts and researches security technology and certifications. Carl then wonders what it would mean for operations, employees and guests if the hotel were to make safety changes.

Ellen Dewalt, a travel agency employee, visits the ITB international tourism fair in Berlin and sees that augmented reality is playing an increasingly important role in selling tourist destinations. She obtains extensive information at various stands and registers for various workshops on the subject. Once at home, she reads some trade magazines and has online appointments with augmented reality experts. Ellen then wonders what it would mean for the business, employees and guests if augmented reality were to play an important role in showcasing the travel offering.

Philippa Vermont, a facility manager, is in the process of tendering for the catering of several geriatric care centres and has been told by the patients' association that health and sustainability should play a greater role in the catering offer. She reads professional literature on the subject and talks to various geriatric specialists about the relationship between nutrition and the health of the elderly. Philippa then wonders what it would mean for business operations, employees and guests if she were to adapt the Plan of Requirements for the new catering to this.

## 6.2 Purpose of the exam

The goal is to take a critical look at a process at your internship company. You also learn to look at the world around you and relate this to each other. You look for meaning and impact. You research the influence on guests, employees and other stakeholders.

## 6.3 Structure of the exam

In The Roadmap, you have made a choice for a certain work process at your internship company that you want to investigate in line with your study programme. In Envision It, you start by mapping the work process and you look at different parts of this process. These parts will be explained later on. You will then link one or more trends and developments to this process. Finally, you will investigate what the influence of this T&D could be on the process in the future.

### 6.3.1 Analysis of the current situation

The work process that you are going to analyse is already known. You have described this in The Roadmap. It is necessary that in the chosen work process, the guest plays a key role and that your internship company has developed this process to serve the guest. The internship organisation thus fulfils the role of service provider in the chosen process and the guest can be an external visitor, but of course also an employee, supplier, partner or other kind of user. You will now elaborate the analysis of this process. You will do this by following the steps described here.

#### General introduction

Start with a general introduction about your internship company. In the introduction you include all the information necessary to understand the work process properly. If, for example, you take 'booking a hotel room' as a work process for a hotel, then you should logically describe in the introduction the number of rooms and other hotel facilities, the type of guests, the location and business-economic issues, such as occupancy rate, occupancy time and room rates. In addition, for each work process chosen, it is important that you also describe the vision and mission of the organisation, as this is (probably) of great influence on the services in the work process.

#### Mapping the process

Now map out the work process using the model you chose for The Roadmap. This model undoubtedly consists of several parts. You elaborate these parts for the work process you have chosen, and you describe what happens in each part. You can analyse the situation at the different parts by looking at resources, people, systems, processes and/or information flows, among other things. The example in text box 6.2 gives a concise illustration of the elaboration of the current process.

*Text box 6.2: Example analysis current process*

For example, you have chosen the reservation process of the hotel where you are doing your front office internship and you have decided that the customer journey (see toolkit) is the best model to use here. The parts of the customer journey are called phases and one of them is the orientation phase. In this phase, the guest orientates himself to reserving a hotel room (brochures, websites, social media, and so on). If you want to describe what happens in this orientation phase, you will have to describe how the hotel provides the necessary information to the guest and what systems and media channels it uses to do so. You will also describe how the guest uses this information to orientate themselves to the hotel room reservation. You will now discover whether you have been comprehensive enough in the general introduction to be able to describe what happens in this orientation phase. If, in addition to the orientation phase, you have also described the other phases of the customer journey, you will have mapped the entire work process with the help of an appropriate model. The model thus helps you to describe the work process from the perspective of both the service provider and the guest.

Stakeholders

You have described exactly what happens during each part. It is now time to identify the people involved. These are the stakeholders. You are dealing with at least two groups: the people who provide the service and the people who receive the service. The first group often consists of the employees of the organisation. You describe this group based on the role they play in the organisation. You will do your own research into the second group, those who receive the service. To do this, you will talk to colleagues and/or your company coach. You map out the guest and create a persona. A persona is a very detailed description of a user of your product or service. By using personas, you create 'real' people instead of general target groups. Online you will find many examples of personas and how to create them. It may happen that the service is provided to several types of guests. In that case, you create multiple personas.

Alignment between organisation and guest

The work process, the different parts and stakeholders have been mapped. You have probably already found out that your internship organisation has chosen the activities, resources and systems in the work process in such a way that they fit in with the wishes and needs of the service recipient (guest, employee, supplier, partner, etc.). This alignment between organisation and guest is important, because if the alignment is successful, guest satisfaction will increase, and the guest will also appreciate the service.

You are now going to indicate how this coordination between organisation and guest takes place in the work process you have chosen. You do that by first describing what the wishes and needs of the guest are. These are, of course, largely determined by who the guest is, which is why you created the personas. For example, a business guest in the orientation phase of the reservation process will need different information and use different media channels than a guest looking for a hotel room for a holiday. For each part of the work process, you describe what the wishes and needs are. Then you describe in each part why the organisation has set up the work process in a certain way. Of course, the organisation will try to listen to the needs and wishes of the guest as well as possible, but other matters are also important. The work process has to fit in well with other work processes within the internship organisation and it also has to fit in with the mission and vision of the organisation. Here again you find out whether you have been extensive enough in the general description of the internship company. The example in text box 6.3 gives a concise elaboration of this step.

*Text box 6.3: Example connection company and guest*

Imagine that your internship environment is a purchasing department of a hospital. As work process you have chosen for the ordering process of cleaning products by employees of other departments within the hospital. This ordering process includes several parts, such as consulting a catalogue, choosing a supplier, placing an order and invoicing. The wishes and needs of the employees are, for example, that they have a wide choice of cleaning products, that they can place their order independent of time and place and that they have favourable delivery conditions. The hospital is naturally keen to meet these purchasing requirements of the employees, but also has its own strategic requirements, which are defined in the mission and vision. For example, the hospital would like to ensure that the budget for cleaning products is not exceeded and to only work with sustainable

cleaning products. In addition, the hospital wants every department to use the same cleaning products, so that stocks and the number of suppliers can be limited. The purchasing department then tailored its purchasing process for cleaning agents to the wishes of the employee and the organisation. In this alignment, an online ordering system was chosen that can be used 24/7 and where all sustainable products selected by the hospital can be ordered. Small orders are delivered directly from stock and larger orders have a delivery time.

### 6.3.2 Link between the process and HBS theme

You have made a choice for one of the HBS themes in The Roadmap. Now you explain why you chose this theme. You give a clear explanation of what this HBS theme entails. Then you select one or more trends that fit within this HBS theme: a concrete development that is going on within the sector. Ideas for this are given in the explanation of the HBS theme. You describe this (these) trend(s) and substantiate its (their) relevance by means of at least two reliable and current sources for each chosen trend. You explain how these trend(s) are currently deployed in the sector in which the company operates. In appendix VI you will find an infographic with all the HBS themes and on Blackboard you can find the further elaboration of the HBS themes with the specific trends & developments (T&O's). The example in text box 6.4 shows how you could link a process to an HBS theme.

#### *Text box 6.4: Example connection with HBS theme*

Imagine that you have chosen the process concerning the marketing and communication of an event. You are dealing with different stakeholders, such as the client, the guests and suppliers. You have read that marketing technology is a useful tool to automate marketing. This has led you to choose the HBS theme Smart Hospitality Concepts. You have also read that it is a trend within event agencies to use technology to meet the needs of stakeholders. You explain how these companies, which operate in the same industry as your internship company, do this.

### 6.3.3 Envisioning of the adjusted situation/impact on operations

You have described how the trends and developments are applied by different companies within the industry. You are now going to look at what the impact would be on the process when your internship company would start applying these trends and developments. You will also look at the social impact. You do this by taking the following steps.

First, you explain to what extent the trends and developments fit in with the mission and vision of the company. How can the mission and vision be strengthened if the T&D were to be implemented? Then, for each part of the model, you look at whether and what the possible changes are. You also explain how these changes will affect the stakeholders. How can you use these trends and developments to respond to the wishes and needs of the stakeholders? All these changes can be both positive and negative. The example in text box 6.5 shows how you could explain the impact on business.

#### *Text box 6.5: Example impact on operations*

You analyse the check-in process at your hotel using the customer journey. You see that the HBS theme Visitor Impact Intelligence is relevant to your process because the hotel has a lot of knowledge about its guests but does not yet do much with it. In particular, the aspect of having more insight into the characteristics of guests offers opportunities. You have heard that another hotel approaches guests from a self-constructed model, the 'hospitality pie', and wants to offer them an experience that is as appropriate and hospitable as possible. You see that this would also fit in with the mission and vision of your hotel, where one of the core values is creating a wow experience. You could make this even better, if you had more insight into the guest. You look at how the implementation of such a model would affect the guest experience, the tasks and behaviour of employees and the organisation of the business.

Lastly, you describe the possible social impact of the trend(s) on the business process using at least one of the sub-goals of the SDGs (Sustainable Development Goals). What is the positive impact on people and the environment? How can the company create social value?

You conclude this section by formulating a conclusion. In this conclusion, you answer the question to what extent the organisation should implement the trends you have selected. In your argumentation, you make use of the material you have developed in the envisioning.

## 6.4 Assessment and procedures

In this section, you will find information about the assessment and procedures related to Envision It.

### 6.4.1 Assessment form

Envision It is assessed by your internship coach. You can find the assessment form and the corresponding grading scale in appendix II.

### 6.4.2 Conditions for the exam

You record the result of the test in a written paper. In appendix IV of this semester guide you will find an example of the layout of all chapters. It is permitted to deviate from this, as long as it is a well readable written piece of work, and it complies with the Reporting Guidelines. The written assignment must not exceed 10 A4 as core text, excluding the preface, table of contents, bibliography and appendices. The quick scan is applicable to Envision It as regards the elements Reporting Guidelines and spelling and grammar. For the specific details of these components, see the HBS Quicksan Manual. The latest version of the quick scan can be found at My Saxion at Knowledge Base Students.

### 6.4.3 Enrolment

To be able to participate in the exam, you need to register in Bison on time. Registration is only possible during the registration periods. The registration periods can be found in the HBS year planning published on My Saxion. If you have registered but not submitted your application, your exam opportunity will be cancelled. The specific exam dates are mentioned in the exam schedule. When participating in the test the student has to comply with the house rules for exams (OER - article 19).



During your internship you are usually not so aware of the Saxion weeks. Therefore, make a note of the dates when you have to register in time in your own diary.

### 6.4.4 Submission

You must hand in Envision It digitally before the deadline (see exam timetable) at the submit point in Blackboard. The submit point is open from two weeks before the deadline. A plagiarism scan will be performed on the submitted work to identify similarities between the work and other sources.

The exam will be graded using the assessment form that the internship coach uploads to Blackboard. This gives you insight into the feedback and feed forward on the exam you took, including the assessment.

### 6.4.5 The retake procedure

If you did not meet the minimum performance of the test or did not pass the Quickscan, you have to retake the exam. Assessment of the report which is longer than 10 pages will also be denied. In any of these cases, contact your internship coach to determine what adjustments are necessary. It is very important that you complete Envision It within the internship period or shortly thereafter, as you will then have easy access to information needed for the assignment.

When you submit a shortened report, make it clear in the foreword which measure have you taken to come to the shorter version of the report.

You can still resit Envision It at your internship organisation (with a maximum of two exam opportunities per school year), even if your internship period has ended. If you and your internship coach conclude that completing Envision It is no longer possible at your internship organisation, you should contact the internship committee.

In case of retakes, you have to sign up for the test in Bison again. Bison indicates in which quarters the retakes will be offered, and the exam calendar of that quarter communicates the exact exam dates.

## 7. Student instruction: The Journey

In this chapter you will find all the information about The Journey.

### 7.1 Introduction

The Journey is the final exam of the Operational Internship. This portfolio exam consists of two parts, in which you look back on the 'journey' you have made on a personal and professional level. The test consists of a reflection in which you look back on your development regarding your learning goals, and a concluding interview about your professional functioning. After the interview, the grade of the test is determined. The company coach, the internship coach and of course you yourself will be present at the closing interview. Below you will find a description of both portfolio components and how you can prepare for the final interview.

### 7.2 Structure of the exam

In this section you will find information about the structure of The Journey.

#### 7.2.1 Reflection on learning goals and internship

In the test The Roadmap, you formulated specific learning goals and a plan for 360 degree feedback in week 1.5/3.5, based on which you want to develop during the internship. In the first part of The Journey, you reflect on your development during the practical training period, concluding with your assessment of your professional functioning. In preparation for the final interview, you hand in the 'reflection' section on Tuesday before 17.00 in week 2.7/4.7/4.11 via the designated submit point in Blackboard. The internship coach is the assessor of this part and you do not need to send the reflection to the company coach.

You are free to choose the format of your reflection: a report, film or podcast, anything is possible, but do discuss with your internship coach what format is appropriate for you. A maximum of 1600 words (approx. 4 pages) or 10-12 minutes audio/video applies.

Your reflection starts with reflecting on the four learning goals you formulated in The Roadmap. You reflect on your personal and professional development on the basis of feedback you have received from various stakeholders. In this way, your internship coach will get a good idea of the development you have gone through in your 'internship journey'.



The feedback you collect is based on the 360 method: you ask for feedback from various people involved (for example colleagues/your peer group/guests/ suppliers/ etc.) with regard to your learning objectives, using concrete feedback questions. You add the collected feedback as an appendix (document) to your submission of the reflection, as well as the feedback and feed forward you received during the progress review (the mid-term assessment).

You evaluate your learning objectives based on the feedback you have received and link this reflection to concrete experiences during the internship. Besides evaluating your learning goals, you also apply critical reflection. In short, you look 'under water' at how you think about:

- What assumptions or presuppositions you have had
- You (about yourself, or a situation) and how have these been influenced by your experiences during the internship?
- What personal values have become clear to you?
- How did you become aware of these values?
- How did these values influence your behaviour during the internship?
- And what is the effect of these insights on your future choices?
- What style of leadership did you recognise in your department and how did you experience it?
- In what way did this style of leadership meet your needs as a professional?

You base your reflection on the Iceberg Model. This can be found in paragraph 5.2.1.

Finally, you reflect briefly on the conclusions of Envision It. In this reflection, you describe your personal opinion on the effects of the trends and developments on your chosen process.

The proportions between reflection on learning objectives and reflection on professional environment are as follows: about  $\frac{3}{4}$  of the product should be focused on reflection on personal development (so 3 A4/ ca. 1200 words, or 8-9 minutes audio/video, etc.) and  $\frac{1}{4}$  on opinion forming around trends and developments (so 1 A4/ ca. 400 words, or ca. 3 minutes audio/video, etc.).

#### Minimal performance

To pass this part of the portfolio, you must meet the minimum performance requirements. You can find this in the assessment form in appendix III. The internship coach will assess your reflection prior to the final interview at which you and the company coach will be present and will determine whether you have met the minimum performance requirements. During the interview, you may give additional information or explanations, but these will not count towards the grade: this will be based on the product you submitted in Blackboard. Moreover, to be able to hold the final interview, it is a requirement that you have handed in your reflection.

### 7.2.2 Professional performance

Following the reflection, the final interview takes place within two weeks. In the paragraphs below, you will find a description of this final interview and of the professional functioning component of the exam The Journey.

#### Introduction

The Operational Internship is the perfect moment to develop the hospitable behaviour that is expected of you as a future hospitality professional. Although your professional performance consists of various aspects, together they will be assessed as one performance (holistic assessment).

During the internship you will show that you can communicate both verbally and in writing in a respectful and goal-oriented manner. You also show sensitivity towards others and demonstrate that you can work well with stakeholders. Moreover, the Operational Internship is an excellent opportunity to expand your professional network. Overall, during the Internship you will work on developing your qualities and pitfalls. The assessment of your professional functioning will be determined in a final interview with you, the company coach and the internship coach.

### Preparations: professional development plan

Even though the final interview takes place in the weeks 2.7-2.9/ 4.7-4.9 and in 4.11, the preparation for the final interview already starts in the first quartile with The Roadmap. In the part of the professionalisation plan you have formulated specific learning goals and you have made a plan in which way and from whom you are going to get feedback. You also describe where you stand in your development with respect to your learning goals, based on previously obtained feedback and insights during the programme (see chapter The Roadmap).

During the Operational Internship, you are actively working on your learning goals: you collect feedback from various people involved in order to gain insight into your development in relation to your learning goals. You collect feedback at least twice: halfway through the practical training period and at the end of the practical training period. At the end of the internship you add the collected feedback as an appendix to the reflection product (see part I).

### Mid-term review: progress interview

Halfway through the internship, you will have a progress meeting with both the company coach and the internship coach. During this meeting, you will discuss your development in relation to your learning objectives, on the basis of feedback collected and your progress regarding your professional performance in relation to the minimum performance (see assessment form). Your company coach will give you concrete starting points and feedback on which aspects you already meet the minimum performance and on which aspects you can still develop. At the end of the interview, you will have a clear picture of your development areas and your qualities. The progress based on feedback and feed forward can be recorded in the form 'professional functioning' (as described on Blackboard and in the semester guide). You can also use the insights you gain to substantiate your reflection product and you submit this form as an appendix to the reflection product. You can also discuss your progress on Envision It. This progress discussion takes place between week 1.8-1.10/ 3.8-3.10. Normally, this conversation takes place online.


### The final interview

The final interview thus takes place between week 2.7-2.9/4.7-4.9 and 4.11. After this conversation, you get a first indication (sufficient/doubtful/unsatisfactory) of the assessment of your professional performance and the grade of The Journey is determined afterwards. The final interview takes about 30 minutes. You start by presenting the 'journey' you went through during the internship (use your reflection for this!), including the most important results of Envision It (max. five minutes). If you have not yet handed in Envision It, you will make a binding agreement with your internship coach and company coach during the final interview on how you will complete this exam.

You invite the internship coach and the company coach for the final interview. You also ask the company coach to fill in the assessment form on the aspect 'professional performance'. You hand in this assessment form, together with the reflection product, on Tuesday before 17.00 in week 2.7/4.7/4.11 via the submit point indicated in Blackboard. The company coach gives feedback and feed forward on the professional functioning, but does not give a grade yet. After you have presented, the company coach explains the assessment of professional functioning. During the discussion, your development-oriented feedback and feed forward that is in the form 'professional functioning' will be discussed in more detail. If necessary, there is room for questions from the internship coach to clarify the feedback and feed forward. At the end of the final talk, the company coach and internship coach will ask you to step out of the conversation (digitally or otherwise). They will then enter into a discussion together to determine, based on the feedback given, to what extent you have met the minimum performance for the professional performance part of The Journey. The internship coach has determined in advance to what extent you meet the minimum performance for the part 'reflection'. As soon as you are called back, you will be told whether The Journey has been assessed as sufficient/doubtful/unsatisfactory.

To make the grade and the assessment definitive, you need the list of days, in which it is signed off that you did a 90-day internship. You must hand in the list of days at the designated submit point in

Blackboard, if possible before the final interview, so that your grade can be administered immediately in Bison. You will therefore only see your final mark in Blackboard and Bison sometime after the interview.

 If you do not hand in the list of days before the deadline for grading (15 working days after handing in the test), Bison will record that you have not met the conditional requirements.

#### Minimal performance

The company coach will therefore provide you with development-oriented feedback and feed-forward in relation to the minimum performance of professional functioning, with the internship coach asking questions for clarification. It is important to note here that you have not passed the exam if there are still aspects within the minimum performance that you do not yet meet.

## 7.3 Assessment and procedures

In this paragraph you will find information about the assessment of and procedures related to The Journey.

### 7.3.1 Assessment form

The Journey is assessed by your internship coach and your company coach together. You can find the assessment form and the corresponding grading scale in appendix III.

### 7.3.2 Conditions for the exam

The Journey test has the following conditional requirements:

- You meet the minimum performance for the part 'reflection';
- You meet the minimum performance required for the 'professional functioning' part;
- You meet the minimum performance required for the 'professional functioning' part;
- You have handed in a signed days list stating that you have performed minimum 90 working days (or more according to your internship contract) of work placement activities.

As far as possible, the Quickscan for the 'Reflection' component is formally performed on the spelling and grammar component and Reporting Guidelines. This means that you will receive feedback on these components, but that this will have no effect on your final grade.

### 7.3.3 Enrolment

To be able to participate in the exam, you need to register in Bison in time. Registration is only possible during the registration periods. The registration periods can be found in the HBS year planning published on My Saxion. If you have registered but not submitted your application, your test opportunity will be cancelled. The specific test dates are mentioned in the exam timetable. When participating in the exam you have to comply with the house rules for examinations (OER- article 19).

### 7.3.4 Submission

The reflection product and the assessment form 'professional performance' must be handed in digitally before the deadline (see exam timetable) at the submit point created in Blackboard. The work submitted will be subjected to a plagiarism scan, which will detect similarities between the work submitted and other sources.

Your list of days is only signed off when your internship is completed. At that moment you place it in the hand-in point on Blackboard and inform your internship coach. Your grade will then be processed in Bison.

Assessment takes place via the assessment form that the internship coach fills in on Blackboard. This gives you insight into the feedback and feed-forward on the test you took, including the assessment.

### 7.3.5 The retake procedure

If you did not pass the part 'reflection', you only have to retake this part of the portfolio. When you hand in the retake, you have to indicate what you have changed compared to the regular chance, for example by using a different colour. You can use the feedback you received during the final interview and in the assessment form to make your retake. However, if you did not pass the part 'professional performance', you will have to do the internship again.

For retakes, you must sign up for the exam in Bison again. The exam timetable indicates when the retakes will be offered. You have two opportunities per academic year to take the exams.

### 7.3.6 Special obligations

To be able to definitively administer the grade in Bison, you must submit the signed list of days, proving that you have met the minimum requirement of 90 days of work placement in Blackboard. If you do not hand in the list of days before the deadline for grading (15 working days after handing in the test), Bison will record that you 'did not meet the conditional requirements'. This does count as an official exam opportunity.

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# Appendices

## Appendix I: Form termination of internship

In case, and for whatever reason, you prematurely ended your internship; you will have to make an appointment with the HBS Internship Committee. You are requested to fill in this form and return it per email before this meeting takes place.

Table I.1: Form termination of internship

<b>Name</b>	
<b>Student number</b>	
<b>Course</b>	
<b>Internship type (Operational Internship or Management Internship)</b>	
<b>Internship period: according to contract</b>	
<b>Actual last day/date of internship</b>	
<b>Internship company</b>	
<b>Account manager</b>	
<b>Company coach</b>	
<b>Internship coach</b>	
<b>Study coach</b>	

Please describe as detailed as possible the reason of the premature ending of your internship, in which you elaborate on the following:

1. What is the reason for ending? Consider for example personal circumstances, medical reasons, homesickness, intimidation/threat, company does not comply to (which?) agreements, etc.
2. What did you do to prevent ending your internship prematurely? Describe:
  - a. Consulting your company tutor (when, what has been discussed, result?)
  - b. Consulting your internship coach (when, what has been discussed, result?)
  - c. Consultation with an account manager (when, what has been discussed, result?)
  - d. Consulting with the study coach (when, what has been discussed, results?)
  - e. Other activities undertaken to avoid a premature ending (socializing with the company employees, exploring company values and culture, getting familiar with culture of the country of internship etc)

3. Was prematurely ending your internship an agreement between all the parties stated in paragraph 2?
4. How well did you prepare for this internship, for example meeting with the account manager, visiting the website, contact moments with representatives of the company, contact with former interns, visited the company, collecting information about country culture, labour laws and insurance policies?
5. What have you learned about yourself from this experience?
6. What is your suggestion on the further steps?

## Appendix II: Assessment form Envision It

Table II.1: Rubrics Envision It

<b>Name student</b>	
<b>Student number</b>	
<b>Assessor (internship coach)</b>	
<b>Academic year</b>	
<b>Date</b>	
<b>Performance</b>	The student reflects on the possible impact of relevant trends and developments on the professional environment.

	0	1	2	3	Given assessment	Assessment explained
<b>Performance indicators</b>	<b>Absent/not delivered</b>	<b>Below expectations</b>	<b>Fits expectations</b>	<b>Above expectations</b>		
Quickscan: Reporting guidelines and Spelling and grammar	N/A	N/A	See Quickscan manual of the current study year	N/A	Pass/No pass	Passing Quickscan is conditional for the exam. Cutting scores: Spelling and grammar - maximum for Dutch is 5 inconsistencies and in English – 7 inconsistencies within 3 checked pages. Reporting guidelines: maximum 2 inconsistencies for the whole document.
A) Collection and analysis of data/information for support of	0	4	8- With the help of the chosen model a professional maps the process and	12		All aspects stated in a column “Fits expectations” should be elaborated in the delivered



taken decisions			the parts of the process out. Then the professional describes involved in the process internal stakeholders. At last, a professional discerns wishes and needs of the end users (guests and internal client(s)).			work. The process should be mapped out to the level allowing an external professional with a bachelor's degree (for example a new employee) to understand it.
B) A professional demonstrates a research approach in identification of trends and developments, assessment of organizational risks and making choices concerning application of innovative changes.	0	3	6- A professional makes well-motivated choices of a HBS-theme fitting the industry sector. Then within a chosen theme a professional chooses several trends and developments relevant for the process. At last, a professional states the impact of these trends and developments of the earlier chosen process.	9		All aspects stated in a column "Fits expectations" should be elaborated in the delivered work.  Connection of this part with the previous one should be considered in the given assessment.
C) A professional delivers insight in the	0	3	6- A professional maps out the chosen process after a	9		All aspects stated in a column "Fits expectations" should be elaborated in

<p>organizational and societal consequences of the chosen innovation application.</p>			<p>chosen trend is applied to it. A professional states the impact which this innovation will have on stakeholders. Then a professional describes the broader social effect of the “envisioned” process by linking it to minimum 1 relevant SDG. At last, a professional states how a new picture fits a mission and vision of the internship organization</p>			<p>the delivered work.</p> <p>Connection of this part with the previous one should be considered in the given assessment.</p> <p>When stating impact on stakeholders minimum 1 positive and 1 negative impact should be addressed.</p>
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Table II.2: Scores per Performance indicator - Envision It

Performance indicators	Scoring factor	Absent/Not delivered	Below expectations	Fits expectations	Above expectations
Indicator A	4x (=40%)	0	4	8	12
Indicator B	3x (=30%)	0	3	6	9
Indicator C	3x (=30%)	0	3	6	9

Table II.3: Caesura - Envision It

Scores	0-6	7-10	13-15	16	17-19	20-22	23	24-25	26-29	30
Grade	1	2	3	4	5	6	7	8	9	10

## Appendix III: Assessment form Professional performance

(a part of the Journey exam. Filled in by the company coach)

Table III.1: Rubrics The Journey – Professional Performance

<b>Name student</b>	
<b>Student number</b>	
<b>Assessor (internship coach)</b>	
<b>Assessor (company coach)</b>	
<b>Academic year</b>	
<b>Date</b>	
<b>Signature</b>	
<b>Performance</b>	The student develops hospitable and professional behaviour towards guests/customers, colleagues and other stakeholders, from a learning attitude by actively reflecting.
<p><b>Assessment Instruction:</b> <i>In the form Professional Performance you assess the overall functioning of the student. It was a conscious decision not to assess individual components, because these components influence each other and give a less realistic representation of reality. The form describes the minimum performance (see below). Give answers to the questions about professional performance of the student, but do not give a definite grade yet. During the final interview you will define the final grade for the exam The Journey together with the internship coach of Saxion. This form consists of 2 pages.</i></p>	
<p><b>This is the (minimum) required performance?</b>          The student behaves in a hospitable and professional manner towards guests/customers, colleagues and other involved parties. This is expressed in appropriate and goal-oriented communication. Furthermore, the student is able to cooperate effectively as well as carry out tasks independently.</p> <p>The student takes responsibility for his/her own development, which is demonstrated by, among other things, a learning attitude.</p>	
Which elements of professional performance should the student develop further to comply with the minimum level of the above-stated required performance?	

What would you advise the student to do to achieve the minimal required performance?	
Which elements of the student's performance exceed minimal required performance? Based on what can these conclusions be made? Give examples.	
<b>What is the general impression of the professional performance of the student during the internship?</b>	

## Appendix IV: Assessment form The Journey

Table IV.1: Rubrics The Journey

<b>Name student</b>	
<b>Student number</b>	
<b>Assessor (internship coach)</b>	
<b>Assessor (company coach)</b>	
<b>Academic year</b>	
<b>Date</b>	
<b>Signature</b>	
<b>Performance</b>	The student develops hospitable and professional behaviour towards guests/customers, colleagues and other stakeholders, from a learning attitude by actively reflecting.

<b>Assessment criteria</b>	<b>What is needed in your development to achieve the (minimum) required performance?</b>	<b>What is the (minimum) required performance?</b>	<b>What is the evidence that you are exceeding the (minimum) required performance?</b>
Professional performance (75%)		<p>The student behaves in a hospitable and professional manner towards guests/customers, colleagues and other involved parties. This is expressed in appropriate and goal-oriented communication. Furthermore, the student is able to cooperate effectively as well as carry out tasks independently.</p> <p>The student takes responsibility for his/her own development, which is demonstrated by, among other things, a learning attitude.</p>	
Reflection on own development and vision of the professional field (25%)		The student reflects on the development of his/her professional behaviour on the basis of insights obtained, including a look at trends and developments in the professional environment and insights).	

**General feedback / feed forward**

*Table IV.2: Caesura The Journey*

<b>Grade</b>	<b>Qualitative assessment</b>
1	No performance has been delivered
2	Meets the required performance very poorly
3	Poorly meets the required performance
4	Does not meet the required performance to a great extent
5	Does not nearly meet the required performance
6	Meets the required performance minimally
7	Meets the required performance well
8	Meets the required performance to a large extent
9	Exceeds the required performance
10	Exceeds the required performance by a wide margin

## Appendix V: Example table of contents Envision It

1. Introduction
2. General information about the internship company
3. Work process
  - 3.1. Introduction of the work process (insert name of work process)
  - 3.2. The model and the elements of the model (insert name and elements of model)
    - 3.2.1. Elaboration first aspect 1 (insert name aspect of model)
    - 3.2.2. Elaboration second aspect (insert name aspect model)
    - 3.2.3. Elaboration third aspect (insert name aspect model))
    - 3.2.4. Etc.
  - 3.3. The stakeholders
    - 2.3.1 Stakeholder X
    - 2.3.2 Stakeholder Y
    - 2.3.3 Etc.
    - 2.3.4 Persona
  - 3.4. Alignment between organisation and guest
4. HBS theme
  - 4.1. Relevance of HBS theme for work process
  - 4.2. Substantiation chosen trends and developments (T&D)
5. Envisioning of impact T&D
  - 5.1. Impact on organisation and stakeholders
  - 5.2. Impact on society
6. Conclusion

## Appendix VI: Overview peer group meetings

Figure VI.1: Visualisation peer group meetings

# Operational Internship

## PEER GROUP MEETINGS

