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**Algerian business schools internships
Effectiveness Analysis
Case study: EHEC Alger**

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Abstract

Internship has been viewed as an effective approach to equip high education institutions students with preliminary job knowledge and experience, thus enhancing their employability in the competitive labor market. Focusing on indentifying and evaluating the effectiveness of internship, this study aims to explore the extent to which the characteristics of student interns and organization practices account for their internship success.

Based on literature review and the findings, individual factors (academic preparedness, positive attitude, and self-initiative) and four organizational factors (challenge job, effectiveness of supervision, task clarity, and compensation) were identified as important ingredients of an effective internship. To explore it further, a quantitative research involving 140 student interns was conducted and the results showed that the individual factors played a major role in determining internship effectiveness but effectiveness of supervision and task clarity were also positively associated with the success of the internship program.

Implications and examples of practical application are discussed and recommendations are given to student interns and organizations to maximize the effectiveness of internship program.

Key words: expertionnel learning, knwolege, knowledge management, knowledge transfer, Internship, internship effectiveness, business schools.

Résumé :

Le stage a été considéré comme une approche efficace pour doter les étudiants des établissements d'enseignement supérieur d'une connaissance et d'une expérience professionnelle préalable, améliorant ainsi leur employabilité sur un marché du travail compétitif.

En se concentrant sur l'identification et l'évaluation de l'efficacité du stage, cette étude vise à explorer dans quelle mesure les caractéristiques des stagiaires et des pratiques organisationnelles expliquent le succès de leur stage.

Selon la revue de la littérature et les résultats, les facteurs individuels (préparation scolaire, attitude positive et initiative) et quatre facteurs organisationnels (travail stimulant, efficacité de la supervision, clarté des tâches et rémunération) ont été identifiés comme des éléments importants d'un stage efficace. Pour l'explorer davantage, une recherche quantitative impliquant 140 stagiaires a été menée et les résultats ont montré que les facteurs individuels jouaient un rôle majeur dans l'efficacité du stage, mais l'efficacité de la supervision et la clarté des tâches étaient également associées au succès du programme de stage.

Les implications et les exemples d'application pratique sont discutés et des recommandations sont données aux étudiants stagiaires et aux organisations pour maximiser l'efficacité du programme de stage.

Les Mots-clés: apprentissage expérimental, connaissances, gestion des connaissances, transfert de connaissances, stage, efficacité des stages, écoles de commerce.

المخلص

يتم النظر إلى التدريب الداخلي كنهج فعال لتزويد طلاب مؤسسات التعليم العالي بمعرفة وخبرات وظيفية أولية، مما يعزز من قابليتهم للتوظيف في سوق العمل التنافسي. مع التركيز على تحديد وتقييم فعالية التدريب، تهدف هذه الدراسة إلى استكشاف مدى أهمية خصائص الطلاب المتدربين والممارسات التنظيمية لنجاحهم في التدريب.

واستناداً إلى مراجعة الأدبيات والنتائج، تم تحديد العوامل الفردية (الاستعداد الأكاديمي، والموقف الإيجابي، والمبادرة الذاتية) وأربعة عوامل تنظيمية (وظيفة التحدي، وفعالية الإشراف، ووضوح المهمة، والتعويض) كمكونات مهمة للتدريب الداخلي الفعال. ولمزيد من البحث، تم إجراء بحث كمي يضم 140 متدرّباً من الطلاب، وأظهرت النتائج أن العوامل الفردية لعبت دوراً رئيسياً في تحديد فاعلية التدريب، ولكن فعالية الإشراف ووضوح المهمة كانت مرتبطة أيضاً بشكل إيجابي. بنجاح برنامج التدريب.

وتناقش الآثار وأمثلة من التطبيق العملي ويتم تقديم توصيات للمتدربين الطلاب والمنظمات لتعزيز فعالية برنامج

التدريب

الكلمات المفتاحية: المنهج التجريبي ، المعرفة ، إدارة المعرفة ، نقل المعرفة ، التدريب الداخلي ، فعالية التدريب المدارس العليا للتجارة و الاعمال.

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List of abbreviations:

Abbreviations	Signification
SECI	Socialisation-Externalisation-Combination-Internalisation
IS	Information System
KM	Knowledge Management
ROI	Return On Investement
SMART	Strategic Measurement Analysis and Reporting Technique
BSC	Balanced Scorecard
PMQ	Performance Measurement Questionnaire
OL	Organizational Learning
OM	Organizational Memory
R&D	Research and Development
UCEA	University Council for Educational Administration
DOL	Department of Labor
FLSA	Fair Labor Standards Act
IEO	Inputs-Environment-Outcomes
NACE	National Association of Colleges and Employers

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General

Introduction

General Introduction:

One of the main goals of higher education is to prepare students for a future career. Traditionally, college education emphasizes teaching theoretical knowledge, but industry demands practical skills and practice

. After graduating from business schools; here defined as an institution of higher learning that grants the master degree in management finance also; many Algerian business students experience the frustration of not being well prepared for their desired career.

Therefore, internship has become a major factor in the curricula and has been actively pursued as a viable procedure for bridging the theoretical world of academic and the practical world of industry.

Internship is profession oriented and aims to prepare students with work related skills and expertise related to their future career. It is a process in which students are involved in real work situations, enabling them to establish career development goals. By working in industry during their college years, students have the opportunity to apply knowledge learned in the classroom and gain practical perspectives regarding work and society.

From the point of view of students, internship helps to familiarise them with practical skills, enhance social relationships, motivate future learning and develop a socially acceptable personality. College students are open to changes, and their behavioral intentions, attitudes and values are still developing.

The internship program provides students with the opportunity to discover their job interests and objectives through real work experience under professional guidance. The internship experience and behavioral intentions are basic aspects that colleges include to facilitate the acquisition of appropriate career values and enhance personal development.

The major concerns in business settings are practical skills and expertise. Students learn practical work and social skills, become more independent, and increase their social experience through the internship programme.

In Algeria and specially in business schools , internships has recently become a popular educational subject , and the students majoring in it have increased in number, students are required to participate in internship programmes and work part-time in their free time the relevant industry.

The internship experience is crucial in developing self recognition and a positive attitude, as well as enhancing social relationships and practical skills. Students are well prepared for joining the work force and the abilities learned through the internship are critical for their future success. Previous studies suggest that many graduates are unable to handle the pressure of work related challenges. The more internship experience students get during college years, the more they gain experience in field on of their studies.

This study aims to identify the determinants of internship effectiveness, that is, what assure a successful internship. the survey in this research was targeted the students of HEC Alger.

That is why the main question of our research will be:

- How effective are the Algerian business schools internships?

In the aim to find answer to this problematic, we should first answer the next questions:

- To what extent do the characteristics of interns and organization practices account for the variance of the effectiveness of internship?
- What are the internship effectiveness measurement criteria?
- How effective are the internships of business schools of HEC?

In our research we will make a literature review to find out what are the different effectiveness factors that were found in the precedent studies and then evaluate according to them the effectiveness of the internships that do in HEC business schools students.

As any scientific research ours requires some hypothesis on what we will base the research.

H1: Interns' positive attitude and the Effectiveness of supervision are positively associated with internship effectiveness.

H2: The effectiveness of internships can be measured through the evaluation of the internship report beside of the amount of career competencies acquired during the internship

H3: The HEC business school internships are moderately effective.

Those given hypothesis will be validated or eliminated through a survey that we will distribute within the students of the pole.

The final work was therefore divided into three chapters as follows:

Chapter I: The first chapter is presented as an investigation of theoretical framework for knowledge management the literature and we are going to define and reveal the different aspects of "knowledge" and other related terms, we are also going to detail the "knowledge management" as one of the most important management disciplines in the field.

Chapter II: In this chapter we will study the internship in different educational and professional fields and its importance we will also talk about the different internship programs, internship motivations, and influencer factors.

Chapter III: the practical chapter is here to present the company, the survey process, and come out with the results from the collected data. The first section is to give a general presentation about the business school HEC Alger in which the research and the survey was conducted and explains in further the survey process and the research methodology. Then, the second section is to clarify the findings and present the results that we had after discussing and analyzing the data gathered.

**Chapter One: Theoretical
framework for Knowledge
Management.**

Chapter One: Theoretical framework for Knowledge Management.

“Knowledge is power” not only for individuals but also for companies and that is due to its major importance, because knowledge presents a powerful tool that allows companies not only to survive but also to develop and be recognizable in a very competitive environment.

This strategic tool is required with its different combinations and dimensions in order to achieve the company’s success.

Knowledge management is the most the discipline that study, analyze, evaluate and share the information assets including expertise, values, reflections and skills that create knowledge, which leads to the necessity of recruiting employees who have the capacity to create, increase and manage “knowledge “, in order to develop a system and a set of techniques used to solve the organization’s problem including the adaptation capacity in a changing business environment. It also allows the company to be efficient by bringing together the needed expertise and knowledge.

In this chapter we are going to define and reveal the different aspects of “knowledge” and other related terms, we are also going to detail the “knowledge management” as one of the most important management disciplines in the field.

Section One: Knowledge as a Multidimensional Concept.

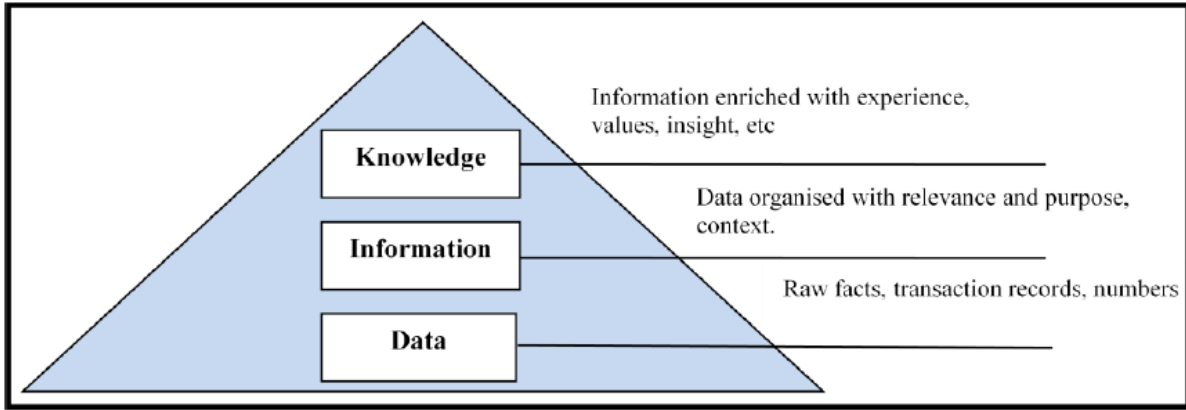
“*Knowledge*», the term "knowledge" refers us as the collection of information stored through experience or learning, or through introspection. In the broader sense, it is the possession of multiple interdependent data that, alone, have a lower qualitative value.

1.1. The relation between Knowledge, Information and data

Before attempting to discuss the concept of knowledge it is appropriate to understand the meanings of data and information and how they are different from knowledge. Data, information and knowledge are often used interchangeably and this is

sometimes misleading.¹Figure1 shows that knowledge is the top layer of a hierarchy based on information and data.

Figure 1: Data, information and knowledge



Source: Adopted with modification from Jashapara (2004).

- **Data:** consists of discrete, objective facts about events. It is a series of observations, measurements or facts in the form of numbers, words, sounds and/or images.²

As shown in Table 1, sales data are those which are typically reported in highly aggregated form, often in dollar terms for a particular time period.

- **Information:** is defined by King and Koas a set of data that is organised and structured within a context, and provides meaning. It is an analysed and processed data that forms a body of objective facts in a context that defines the relationship between two or more pieces of data. In Table 1, information is sales data that has been processed to produce higher value. This may be through cross-classification by product, geographic region and time period.³

- **Knowledge:** is the application and productive use of information. We can identify two main types of knowledge that allow an individual to make better decisions:

¹Kock Jr, N., McQueen, R. and Corner, J. (1997) The nature of data, information and knowledge exchanges in business processes: implications for process improvement and organizational learning. *The Learning Organization*, 4 (2), pp. 70-80.

²Beveren, J. (2002) A model of knowledge acquisition that refocuses knowledge management. *Journal of Knowledge Management*, 6 (1), pp. 18-22.

³King, W. and Ko, D. (2001) Evaluating knowledge management and the learning organization: an information/knowledge value chain approach. *Communication of the AIS*, 5 (14), p. 5.

know-what and know-how. Know what specifies what action to take when presented with a set of stimuli. ¹

As in Table 1, a salesperson who has been trained to know which product is best suited for various situations has a 'know-what' level of knowledge. *Know-how* knows how to decide on an appropriate response based on a diagnostic process. Such knowledge is required when the simple programmable relationships between stimuli and responses, which are the essence of 'know-what' knowledge, are inadequate.

Table 1: Data, information, knowledge in two different contexts

Context	Data	Information	Knowledge	
			know-what	Know-how
Business Context	Sales data	Sales data cross-classified by region, product, etc.	Ability to respond to a Stimulus with a pre-determined action	Ability to diagnose complex patterns of Stimuli
Medical Context	Treatment reports	Treatments cross-classified by age, symptoms and gender of patient	Ability to assess Symptoms and prescribe simple treatment	Ability to diagnose complex diseases

Source: Adopted from King (2005a)

1.2. Knowledge Definition

Despite the fact that knowledge is a multi-faceted concept which is hard to define, researchers attempt to offer multiple, but related definitions. Davenport and Prusak speak of knowledge as a fluid mix of framed experience, values, contextual information, and expert insight that provide a framework for evaluating and incorporating new experiences and information.² Slaughter and Kirsch describe knowledge as: “*information possessed by an individual*

¹Kock Jr, N., McQueen, R. and Corner, J. :Op.cit.

²Davenport, T. and Prusak, L. (1998) Working Knowledge: How Organizations Manage What They Know. Boston, Harvard Business School Press.

that, when combined with other personal dimensions such as experience and reflection, becomes a basis for action”¹.

Kogut and Zander look at knowledge in a way which suggests that it consists of skills and competencies, and defines it as: “*accumulated practical skill or expertise that allows one to do something smoothly and efficiently. In the context of business, therefore, knowledge can be seen as relevant information that is based on experience and often increases an individual’s capacity to take effective action*”.²

1.3. Knowledge Dimensions

In developing an understanding of the knowledge transfer, it is important to begin with a brief discussion of the dimensions of knowledge. There are two main dimensions of knowledge: explicit and tacit.

Table 2 illustrates the distinction between these two topologies.

Table 2: The characteristics of tacit and explicit knowledge

Tacit Knowledge	Explicit Knowledge
Inexpressible in a codifiable form	Codifiable
Subjective	Objective
Personal	Impersonal
Context-specific	Context-independent
Difficult to share	Easy to share

Source: Adopted from Hislop (2009).p.206

a- Explicit knowledge is articulable, codifiable and transmittable knowledge that exists in symbolic or written form and stored in readily accessible media such as manuals, documentations, procedures and programme codes. An example of explicit

¹ Slaughter, S. and Kirsch, L. (2006) The effectiveness of knowledge transfer portfolios in software process improvement. *Information Systems Research*, 17 (3), p. 303.

²Kogut, B. and Zander, U. (1992) Knowledge of the firm, combinative capabilities, and the replication of technology. *Organization Science*, 3 (3), p. 386.

knowledge is an installation manual accompanying a new software package. Welch and Welch explain that explicit knowledge can be articulated in formal language including grammatical statements, mathematical expressions, specifications, technical drawings and manuals.¹

b- Tacit knowledge, on the other hand, resides in the minds of people and includes insights, intuitions, hunches, gut feelings, expertise and experience.² An example of tacit knowledge is the knowledge held by a mechanic who through years of experience can identify the quality of a car engine by its sound and vibration. Such knowledge cannot be transferred through a written document. That tacit knowledge is deeply rooted in the behaviors and actions of individuals, who have a commitment to a specific context such as a particular area of expertise or a series of work practices.

This type of knowledge is learned through extended periods of experience and repetitive performance of tasks. King states that tacit knowledge is laboriously developed over a long period of time through trial and error³. Tacit knowledge often requires very close and extensive personal contact between the source and the recipient in order for it to be effectively transferred.³ According to Foos, tacit knowledge is derived from accumulative personal experience gained over time and is often learned via shared and collaborative experience. It is highly context specific and has a personal quality.

Tacit knowledge is also called sticky knowledge because it may be relatively difficult to pull it away and transfer it from its source, especially in the case of inter-organizational knowledge transfer. As Schulz puts it, tacit knowledge travels particularly poorly between organizations. Therefore, tacit knowledge is difficult, costly or even in some cases impossible to express.⁴ Such knowledge may not be easily

¹ Welch, D. and Welch, L. (2008) The importance of language in international knowledge transfer. *Management International Review*, 48 (3), pp. 339-360.

² Liyanage, C., Elhag, T., Ballal, T. and Li, Q. (2009) Knowledge communication and translation - a knowledge transfer model. *Journal of Knowledge Management*, 13 (3), pp. 118-131.

³ King, W. (2005b) Communications and information processing as a critical success factor in the effective knowledge organization. *International Journal of Business Information Systems*, 1 (1/2), p. 32.

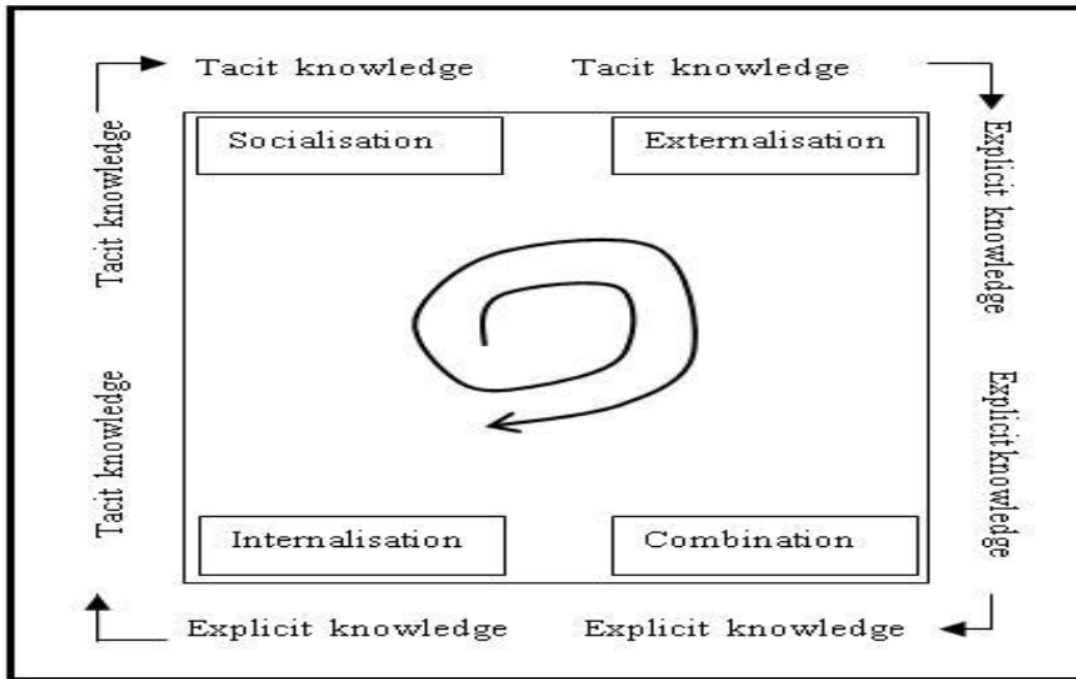
⁴ Schulz, M. (2001) The uncertain relevance of newness: organizational learning and knowledge flows. *Academy of Management Journal*, 44 (4), p. 665.

transferred, either verbally or through a written document, and yet it is very important and valuable.

McManus and Snyder argue that tacit knowledge is responsible for more than 70% of organizational knowledge. Furthermore, Blumenberg consider tacit knowledge to be more valuable and important in achieving a competitive advantage. ¹

Nonaka and Takeuchi provide four inter-dependent and intertwined modes of knowledge creation as shown in Figure 2. This is often referred to it as the SECI model, an acronym specifying four knowledge conversion modes: Socialization, Externalization, Combination, and Internalization.

Figure 2: The SECI model: demonstrating four modes of knowledge creation.



Source: Adopted from Nonaka and Takeuchi (1995) p.56

a- Socialization [tacit-to-tacit]: Socialization is the process of sharing tacit knowledge, including skills and ideas, through face-to-face communication, dialogue or shared experiences, often through joint activities, observation, imitation and practice rather

¹ McManus, D. and Snyder, C (2003) Knowledge Management: The Role of EPSS. Journal of Information Technology and Information Management, 12 (2), pp. 17-28.

than written or verbal instructions. Socialization may also occur during an informal gathering outside of the workplace. In the context of IS outsourcing, for example, a simple discussion about a project during a business lunch between individuals from the client and vendor organizations may yield knowledge creation and transfer.

b- Externalization [tacit-to-explicit]: Externalization is the process by which an individual attempts to represent his or her tacit knowledge and makes it accessible to others. It refers to converting and articulating tacit knowledge to new explicit knowledge. The successful conversion of tacit knowledge into explicit knowledge depends on the sequential use of metaphor, analogy and model.

When the technical expert of the vendor writes down step-by-step instructions for the client on how to troubleshoot a particular technical problem.

c- Combination [explicit-to-explicit]: Combination is the process of converting explicit knowledge into more systematic sets of explicit knowledge. The creation of new explicit knowledge is conducted by merging, categorizing, reclassifying and synthesizing existing explicit knowledge. This often performed using large sets of databases and computerized communication networks.

An example of combination in the context of IS outsourcing is when different types of new knowledge was collected from various vendors consolidated and categorized in more systematic reports.

d- Internalization [explicit-to-tacit]: Internalization refers to the creation of new tacit knowledge from explicit knowledge (e.g. the learning-by-doing, on-the-job-training and understanding that results from reading or discussion). An example of internalization in the context of IS outsourcing is when the vendors provide training programmers and workshops for IS employees of the clients at different stages of the IS outsourcing project. By reading these training manuals and documents, IS employees in the client organizations internalize the tacit knowledge and try to create new knowledge after the internalization process. Having defined knowledge, explained its dimensions and discussed the four modes of knowledge creation, the next section will illustrate the

importance of knowledge and its impact on organizational performance and business success.

1.4. Importance of Knowledge: The importance of knowledge has been discussed extensively in the literature. In today's knowledge-based society, knowledge has become increasingly recognized as the most valuable and strategically significant resource within an organization.¹

Nonaka states that, in an economy where the only certainty is uncertainty, the one sure source of lasting competitive advantage is knowledge. Similarly, Hackney highlights that knowledge possessed by an entity, whether it is an individual, group, organization, or an inter-organizational network, is a source of power.²

Today, knowledge plays a vital role in organizational performance and business success. Furthermore, it has been considered as a powerful tool to develop better decision-making and an important source of innovation. King argues that knowledge is potentially predictive and may lead to diagnoses and better understanding of business issues, processes and objectives. Increasingly, knowledge is also recognized for its importance as a critical resource for firms 'competitive advantage'.³

Based on the above discussion, it is worth highlighting that knowledge has become the source of power for modern organizations and has been recognized as the key to competitive advantage. While explicit knowledge can be articulated, expressed and transferred formally and easily, tacit knowledge requires direct communication between individuals, networking and face-to-face social interaction to be effectively transferred. The next section presents the definition of knowledge transfer and addresses how knowledge is transferred within and between organizations.

¹ Park, B. (2011) Knowledge transfer capacity of multinational enterprises and technology acquisition in international joint ventures. *International Business Review*, 20 (1), pp. 75-87.

² Nonaka, I. (1991) The knowledge creating company. *Harvard Business Review*, 69 (6), p. 162.

³ King, W. (2005a) Outsourcing becomes more complex. *Information Systems Management Journal*, 22 (2), pp. 89-90.

Section Two: Knowledge Management:

In their review of literature on knowledge management Alavi and Leidner identify a number of different perspectives of knowledge and implications for the role of knowledge management(KM) such as: KM as giving users access to personalized information; KM as building and maintaining stocks of knowledge; KM as creating processes that enhances knowledge creation and sharing. ¹

2.1. Components of knowledge management

According to Liebowtz, knowledge management is combined by three components: people, process and technology. The “people” side is about how to create and nurture a knowledge sharing environment and culture in the company and the “process” side is about managing the knowledge management processes and aligning knowledge sharing with the daily work of the employees. Technology is about creating a unified platform for the employees to communicate and share knowledge. ²

2.2. Benefits of knowledge management

No matter which perspective is applied, the strategic management of knowledge is of great importance to the success of any company in a knowledge-intensive industry and Grant argues that knowledge is a resource whose special characteristics and needs for coordination is one of the main reasons firms exist at all. ³

Nonaka argued that Japanese companies in automotive and electronics were successful largely due to managing to become knowledge creating companies were all levels of the company work together to create new tacit and explicit knowledge by gathering, combining and transforming existing tacit and explicit knowledge. ⁴

Schulz and Job argue that Multinational corporations enhance performance and gain competitive advantage by strategically managing the balance between keeping

¹Alavi, M. and Leidner, D. (2001) Knowledge management and knowledge management systems: conceptual foundations and research issues. *MIS Quarterly*, 25 (1), pp. 107-136.

²Liebowitz, J. (2012) *Beyond Knowledge Management: What Every Leader Should Know*.

³Grant, R. (1996) Prospering in dynamically-competitive environments: organizational capability as knowledge integration. *Organization Science*, 7 (4), pp. 375–87.

⁴Nonaka, I. :Op.cit. pp. 96-104.

knowledge immobile (more tacit) to not let competitors make use of it and of making knowledge mobile (more codified or explicit) in order to facilitate use of the knowledge inside the organization. Based on surveying subunits, Schulz and Jobe further argue that companies do not benefit from just encoding more information in multiple forms, instead they should use a focused strategy of encoding the right pieces of knowledge in a single way that fits the information intensity and ambiguity of that information.

Schulz and Jobe take a broad view of knowledge codification and divide it into 3 main categories: numbers & code (such as computer programs) are the most abstract way of codifying knowledge, words and text are less abstract and people and objects which is concrete prototypes or the unmodified knowledge of individual employees.¹

Mahnke used the concept of absorptive capacity in performing a case study of how subsidiaries in a multinational company actually benefitted from knowledge management practices. The use of tools such as learning systems (directories of where to find information), group benchmarking reports, knowledge teams and the corporate university was found to help integration of subsidiaries and have positive impact on economic performance and process efficiency.²

Sveiby compares how knowledge is either transferred directly between individuals through face-to-face socialization or indirectly via a medium. Sveiby compares the concept of Tradition that deals with how tacit knowledge is transferred through interaction with the concept of Information that deals with how to encode understanding reality into a representation of reality that can be transferred without personal interaction. Tradition is a concept from the work of Michael Polanyi about how humans think and how the knowledge of societies grows as craftsmen and others who know pass on their tacit knowledge.³

¹ Schulz, M. and Jobe, L.A. (2001) "Codification and tacitness as knowledge management strategies: an empirical exploration", *Journal of High Technology Management Research*, Vol. 12, Issue 1, pp. 139 – 165.

²Mahnke, V., Pedersne, T. and Venzin, M. (2005) "The Impact of Knowledge Management on MNC Subsidiary Performance: The Role of Absorptive capacity", *Management International Review*, Issue 2, pp. 101-119.

³Sveiby, K.E. (1996) "Transfer of knowledge and the information processing professions", *European Management Journal*, Vol. 14, Issue 4, pp. 379 – 388.

Viewing information as something that can be embodied in symbols and processed fits well with a mechanistic view of the organization, with the organization being something that is formed in order to process information.¹

The knowledge management practices at Volvo Group has previously been investigated by Chen and Ghaedian who noted how the IT-focused efforts within the knowledge management tradition to codify and store knowledge may not be the most central processes in actually using the knowledge. Chen and Gaedian argue that the most important way that employees at Volvo actually find and create useful knowledge is by interaction with other employees, thus efforts to increase interaction and using technology to make the competence of competent individuals visible and searchable may have very positive effects and should be prioritized.²

When employees are let go or choose to leave the firm, knowledge management practices have an important role to play in retain knowledge in the organizational memory, this retention is something which Schmitt argues is an insufficiently explored subject and that this leads to large losses of knowledge when downsizing.

Understanding the effects of employee turnover is something this thesis aim to address, though in the context of an expansive company dealing with very different environments in China and Sweden. Lee agrees that foreign companies entering China need to adopt their organizational learning efforts at individual, team and corporate level to work well the legal and cultural environment.³

2.3. Organizational knowledge management process

In this section, a systematic framework of knowledge management will be introduced to understand organizational knowledge systems. In this framework,

¹ Galbraith, J.R. (1974) "Organization design: an information processing view", *Interfaces*, Vol.4, No.8, pp. 28 -36.

²Chen, B. and Ghaedian, S. (2012) *How to Support and Facilitate Knowledge Flow in Product Development at Volvo Group Trucks Technology*, Chalmers University of technology, Report No. E2012:064.

³ Schmitt, A., Borzillo, S. and Probst. G. (2012) "Don't let knowledge walk away: Knowledge retention during employee downsizing", *Management Learning*, Vol. 43, No. 1, pp. 53-74.

organizational knowledge systems are divided into four sets of knowledge processes: creation, storage/retrieval, transfer and application.¹

2.3.1. Knowledge creation

Knowledge creation means new content development and the replacement of the existing content of organizational tacit and explicit knowledge. Nonaka, Toyoma & Konno defines the knowledge conversion process of interaction between tacit knowledge and explicit knowledge as the SECI process. SECI is an abbreviation for the four conversion modes in the model: Socialization, externalization, combination and internalization.

Nissen also uses these four modes in his extended model of knowledge flow and represents it as knowledge flow in dimension of explicitness.²

Socialization mode refers to the communication of tacit knowledge and experience sharing process between individuals through social interaction (e.g., apprenticeship and on-job training). In the socialization mode, effective plan and efforts are required to encourage individuals to involve in more communication and interaction.³

Externalization is defined as the articulating and knowledge crystallizing process from tacit knowledge to new explicit concepts (e.g., lessons learned). In the externalization mode, it enables the individual mindsets to be transformed into collective mindsets.

Combination mode refers to the new explicit knowledge creation from the reconfiguration of the existing explicit knowledge (e.g., survey reports). The existing knowledge could be gathered from the inside or outside of the organization and the new explicit knowledge should be more complex and systematic. Internalization mode could be considered as the knowledge transformation process from collective knowledge to

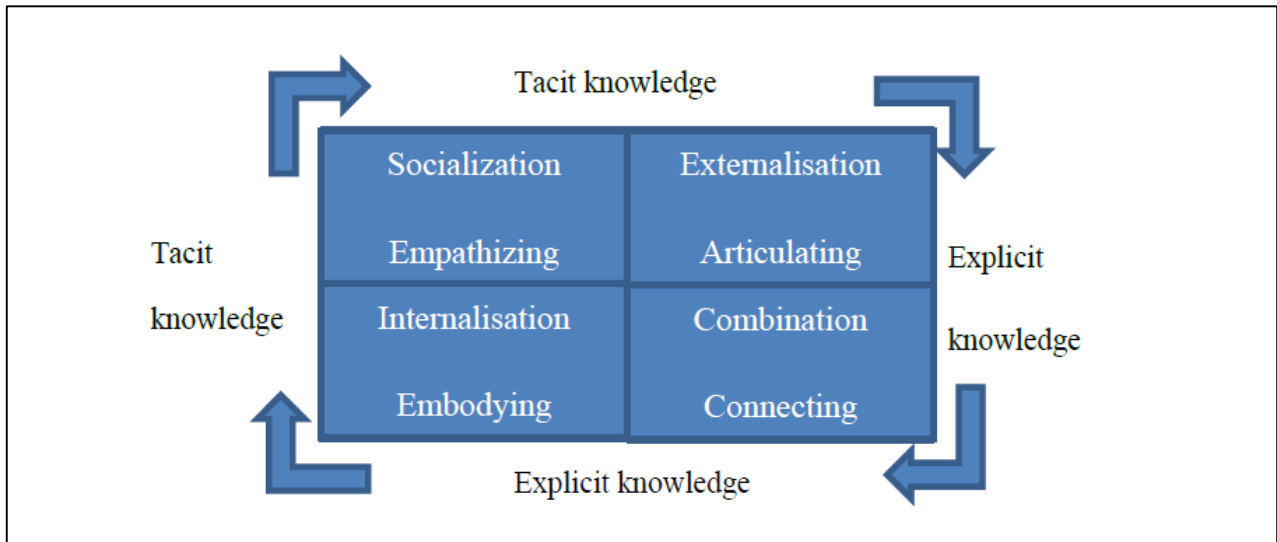
¹Alavi, M. and Leidner, D. :Op.cit. p.69

²Nissen, M.E. (2002) "An extended model of knowledge-flow dynamics", Communications of the Association for Information Systems, Vol. 8, pp. 251-266.

³Curado, C. and Bontis, N. (2011) "Parallels in knowledge cycles", Computers in Human Behaviour, 27, pp. 1438-1444.

individual knowledge. as a result, the knowledge creation is a continuous interaction process between tacit knowledge and explicit knowledge.

Figure 3: The SECI conversion process is interpreted.



Source: Adopted from (Nonaka, Toyama & Konno, 2000) p.235

a) Knowledge storage/retrieval

Darr, Argote and Epple point out that the knowledge creation and learning process is accompanied with knowledge loss. It is important for the organization to store created knowledge for future retrieval and reuse. ¹The knowledge stored and available for retrieval in the organization is called organizational knowledge.

The term organizational knowledge refers to all of the knowledge within the organization and could be stored in different forms, such as standardized working procedures, written documentation, structured information saved in databases, codified knowledge stored in the expert systems and tacit knowledge captured by individuals or individuals' network.²

¹Darr, E.D., Argote, L. and Epple, D. (1995) "The Acquisition, Transfer, and Depreciation of Knowledge in Service Organizations: Productivity in Franchises", *Management Science*, Vol. 41, Issue 11, pp. 1750 – 1762.

² Tan, S. S., Teo, H. H., Tan, B. C., and Wei, K. K. (1998) "Developing a Preliminary Framework for Knowledge Management in Organizations", in E. Hoadley and I. Benbasat (eds.), *Proceedings of the Fourth Americas Conference on Information Systems*, Baltimore, MD, pp. 629 – 631.

According to Stein, an organization requires the capability to store and transmit the knowledge from the past to the future members in the social system; this capability is called the organization's memory. Stein and Zwass divided the memory into individual memory and organizational memory. Individual memory refers to the individual knowledge from personal observations, experiences and actions. Organizational memory refers to the knowledge that is accumulated in the past which impacts the present performance and activities. According to Stein and Zwass, organizational memory could be divided into semantic and episodic. Semantic organizational memory refers to generalized, explicit and articulated knowledge and episodic organizational memory represents the situated and context specific knowledge. ¹

Memory has both positive and negative influence on the individual and organizational performance and activities. On the positive side, from the memory, stored workable solutions could be reused and reapplied to solve present problems and reduce the waste of organizational resources. The memory could also improve the implementation process of organizational changes. On the negative side, outdated individual memories could lead to bias in the decision-making. ²

2.3.2. Knowledge transfer

After the knowledge creation and storage processes, it is important to transfer the knowledge to avoid situations operational skills and solutions for problems have to be reinvented. Knowledge transfer is a process to communicate and apply knowledge from one source to recipient and mainly focuses on learning.

The source and recipient could be separate or any kinds of combination of individuals, groups and organizations. Frequent interaction between the sender and recipient enables enhancing the flow of knowledge.

¹ Stein, E.W. and Zwass, V. (1995) "Actualizing Organizational Memory with Information Systems", Information Systems Research, Vol. 6, Issue 2, pp. 85 – 117.

²Alavi, M. and Leidner, D. :Op.cit. p88

Both tacit knowledge, explicit knowledge and the combination of the both could be transferred. Knowledge transfer could be done more efficiently when the transferred knowledge is more explicit and less tacit. ¹

2.3.3. Knowledge application

Knowledge application starts from the recipients using the learned and received knowledge. During the knowledge application process of the recipients, the knowledge will be identified and applied and gradually converted to personalized and reutilized knowledge. ²

To create and improve the organizational capability, Grant classifies the information integration into three mechanisms: directives, organizational routines, and self-contained task teams.

- Directives are the knowledge conversion from specific standards, procedures and requirements to explicit knowledge so as to enable the individuals to understand and learn the specific knowledge (e.g. work instructions).
- Routines refer to integrating individuals' task performance and specific knowledge with the development of patterns, protocols and specifications so as to minimize the requirement of communication.
- Self-contained task teams refers to problem solving process for the teams of individuals by using their knowledge and personal ability when specification of directives and organizational routines are not applicable due to the uncertainty and complexity of the task. ³

2.4. Knowledge management measurement

To be a successful knowledge-based organization in the era of knowledge economy, it is important for the organization to implement an effective and economical knowledge management strategy. However, with increasing investment on the implementation of knowledge management, the knowledge management practitioners

¹Schwartz, D.G. (2006) Encyclopedia of knowledge management.

²Gevorgyan, S. and Ivanovski, B. (2009) "Managing knowledge in MNCs – The case of knowledge management initiative in the Volvo Group", Gothenburg University, Master Degree Project No. 2009:12.

³Grant, R. :Op.cit.p200

are frequently requested to evaluate the contribution and benefits of knowledge management to the organization's performance. Positive benefits enable the practitioners to gain more investment and supports from decision makers on future improvements.

Moreover, Bose presented the importance of measuring knowledge in order to enable managers and practitioners to analyze the knowledge management system and find bottlenecks. However, due to the inherent measurement difficulty of knowledge which is invisible, measurement is considered as the least developed aspect in KM. Moreover, all other influences from competitive environment and industry conditions make it most difficult to measure the impact of organizational performance on knowledge management.¹

Ghalayini and Noble categorized the measurement development phases into: traditional management measures, non-traditional management measures and integrated measures. Traditional management measures, which were started in the 1980s, were based on the management accounting systems and mainly focused on the financial performance and data (i.e. return on investment (ROI)).

However, traditional management measures do not connect with the corporate strategy, contradict with continuous improvement and cost a lot during the measurement processes which limits their applicability. Necessary information to the decision maker and practitioners and help in achieving continuous improvements. In order to give a balanced view of both financial and operating measures, integrated measures were developed by the researchers and world-widely used in different firms and performance measurement questionnaire (PMQ) are included in the integrated measures.

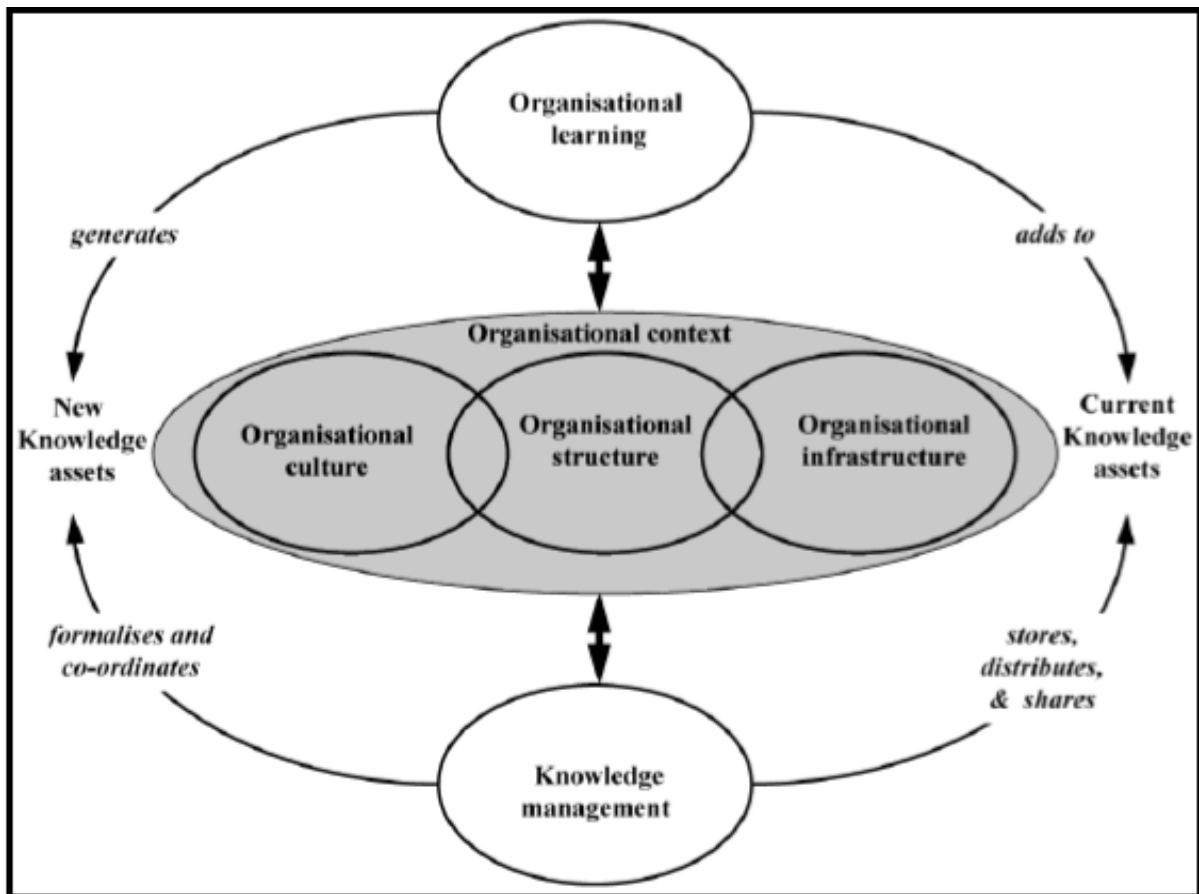
¹ Bose, R. (2004) "Knowledge management metrics", *Industrial Management and Data Systems*, Vol. 104, No. 6, pp. 457 - 468.

2.5. Knowledge management and organizational learning

Effective KM organizations recognize the need to foster an organizational environment that imbeds organizational learning (OL) with KM. OL was defined by Argyris and Schon as a process of detecting and correcting errors.¹

while Dodgson defines OL as ‘the ways firms build, supplement and organize knowledge and routines around their activities and within their cultures, and adapt and develop organizational efficiency by improving the use of the broad skills of their workforces’.²

Figure .4 illustrates the relationship between KM and OL.



Source: Pemberton & Stonehouse (2000), p.186.

¹Argyris, C & Schon, DA 1978, Organizational Learning: A Theory of Action Perspective, Addison-Wesley, London.

²Dodgson, M 1993, 'Organizational learning: a review of some literatures', Organization Studies, vol. 14, no. 3, pp. 375-394.

In common with KM, the achievement of learning objectives relies on three aspects organizational context, namely, organizational culture, organizational structure and organizational infrastructure and communications.

A learning culture is based on a clear and shared vision where both individual and organizational learning and knowledge are valued, individuals are empowered to make decisions, and trust and sharing of knowledge are integral elements.

Organizational structures which promote learning include specialist and cross-functional groupings formed through network structures or through cross functional project teams or task groups in a flat organizational structure. An organization's infrastructure consists of the systems and technology that underpin its activities, learning culture and structure.¹

A culture of learning supports KM practice by encouraging the evaluation, collective discovery, sharing, and application of knowledge. Organizational learning and learning organizations are terms used freely in the literature and both are influenced by organizational culture that may affect the quality of workplace learning. While OL refers to the learning processes or activities that occur in an organization, a learning organization describes a form of organization. Learning organizations '*invest in improving the quality of thinking, the capacity for reflection and team learning, and the ability to develop shared visions and shared understandings of complex issues*'.²

A learning organization is one that has the capacity to collect, store and transfer knowledge and purposely constructs its structures and strategies to enhance and maximize organizational learning, continuously transforming itself to achieve organizational success through innovation and growth.³

In other words, a learning organization is one that is good at practicing KM. The learning organization model devised by Senge hassled to recognition of the factors that

¹ Pemberton, JD, Stonehouse, GH & Yarrow, DJ 2001, 'Benchmarking and the role of organizational learning in developing competitive advantage', Knowledge and Process Management, vol. 8, no. 2, pp. 123-135.

² Graham, CM & Nafukho, FM 2007, 'Employees' perception toward the dimension of culture in enhancing organizational learning', The Learning Organization, vol. 14, no. 3, pp. 281-292.

³ Ibid. p 296

contribute to an evolving and flexible learning environment where acquisition of new learning, understanding and knowledge sharing is valued.¹

Senge's model comprises five disciplines:

- Personal mastery fostering continual learning about how personal actions affect the world, building personal capacity through clarifying and deepening of personal vision, focusing energies and seeing reality objectively;
- Building shared vision– achieving a collective sense of the organization's goals and how those goals are to be achieved;
- Team learning– small groups of people developing skills to identify collective insights that exceed individual perspectives;
- Mental models– recognizing and re-evaluating preconceived assumptions and generalizations that influence individual perceptions of the world;
- Systems thinking– pinpointing important issues by recognizing the interdependence and interrelationships of the parts that connect the larger system, leveraging change by identifying where actions that can lead to significant, enduring improvements.

There is a distinction between 'old' and 'new' OL. Old OL refers to individuals learning as agents of the organization, with the knowledge acquired being transferred to organizational memory and shared by way of routines, rules, procedures, documents and organizational culture.² *New* OL follows the cultural approach of Cook and Yanow which proposes that learning occurs as a result of cultural activity in an organization, by means of a collective or through social interaction. This view construes that the learning 'entity' is the collective, where learning is gained through participation, not by the acquisition of information. Learning is the acquiring of knowledge or skill. It encompasses both know-how and knows-why.³

¹Senge, PM 1992, *The Fifth Discipline: The Art and Practice of the Learning Organization*, Random House Australia, North Sydney.

²Örtenblad, A 2001, 'On differences between organizational learning and learning organization', *The Learning Organization*, vol. 8, no. 3, pp. 125-133.

³ Cook, SDN & Yanow, D 1993, 'Culture and organizational learning', *Journal of Management Inquiry*, vol. 2, no.4, pp. 373-390.

The difficulty in transferring learning from the individual level to the organizational level requires a model that resolves ‘the dilemma of imparting intelligence and learning capabilities to a nonhuman entity without anthropomorphizing it.

The purpose of OL is to increase organizational effectiveness, that is, it is akin to KM. OL is the process of forming and applying collective knowledge to problems and needs.¹

It supports KM practice through the generation of new knowledge and the enhancement of the existing stock of knowledge. OL is gained through its individual members and is therefore affected directly or indirectly by individual learning. Consequently, OL depends on the shared experiences, views and actions of its individual members.²A framework of OL presented by Crossman, Lane and White comprises four processes – intuiting, interpreting, integrating and institutionalizing.

These processes occur over the three levels individual, group and organization. Intuiting and interpreting occurs at the individual level, interpreting and integrating at the group level, while integrating and institutionalizing occur at the organizational level.

The levels, processes and their inputs and outcomes are illustrated in Table 3.

¹Kim, DH 1993, 'The link between individual and organizational learning', SloanManagement Review, vol. 35, no. 1, p. 40.

² Mishra, B & Bhaskar, AU 2011, 'Knowledge management process in two learning organizations', Journal of Knowledge Management, vol. 15, no. 2, pp. 344-359.

Table3. Learning in organizations

Level	Process	Inputs and outcomes
Individual	Intuiting	Experiences Images Metaphors
	Interpreting	Language Cognitive map Conversation/dialogue
Group		Integrating
	Organisation	Institutionalising

Source: Adapted from Crossan, Lane & White (1999), p. 525.

In this framework, intuiting is the preconscious recognition of patterns and possibilities inherent from personal experience. *Interpreting* is explaining insights and ideas, through words and/or actions. *Integrating* is developing shared understanding among individuals and taking coordinated and mutual action. *Institutionalizing* is the process of ensuring that routinised actions occur by defining tasks, specifying actions and putting organizational mechanisms in place.¹

These learning process are associated with five types of knowledge identified in the OL literature. Embrained knowledge is knowledge that depends on the conceptual skills and cognitive abilities of individuals, which leads to *embodied* knowledge, or ‘know-how’ that is action oriented and may be only partly explicit. Uncultured knowledge refers to the process of achieving shared understandings through the processes of Socialization and acculturation. *Embedded* knowledge is that which resides in systemic routines, while encoded knowledge is information conveyed by signs and symbols, including books, manuals, codes of practice, and electronic resources.²

¹Crossan, MM, Lane, HW & White, RE 1999, 'An organizational learning framework: from intuition to institution', *Academy of Management Review*, vol. 24, no. 3, p. 525.

²Blackler, F 1995, 'Knowledge, knowledge work and organizations: an overview and interpretation ', *Organization Studies*, vol. 16, no. 6, pp. 1021-1046.

The organizational environment in successful learning organizations combines OL with KM. Whereas IC refers to an organization's stock of knowledge, OL focuses on generating new knowledge, while KM is concerned with formalizing, storing, distributing and coordinating knowledge assets. However, both OL and KM involve sharing ideas to create and develop new knowledge and each is enhanced where a conducive organizational culture, structure and infrastructure is present. Factors that hinder OL, in conjunction with barriers that impede effective KM, Knowledge acquisition, information distribution, information interpretation, and organizational memory all contribute integrally to OL.¹

Knowledge acquisition is the process of obtaining knowledge; information distribution is the process where information from different sources is disseminated; information interpretation is the process by which distributed information is given commonly understood interpretations; Organizational memory's the means of storing knowledge for future use.²

Organizational memory (OM) is the knowledge base for OL. OM is 'the means by which knowledge from the past is brought to bear on present activities, thus resulting in higher or lower levels of organizational effectiveness'.³

The three related concepts of KM, OL and OM impact organizational effectiveness. Where OL is the process of improving an organization's activities, the processes of KM and OM identify and capture critical knowledge.⁴

Figure 5 illustrates the relationship between OL, KM and OM that impacts organizational effectiveness.

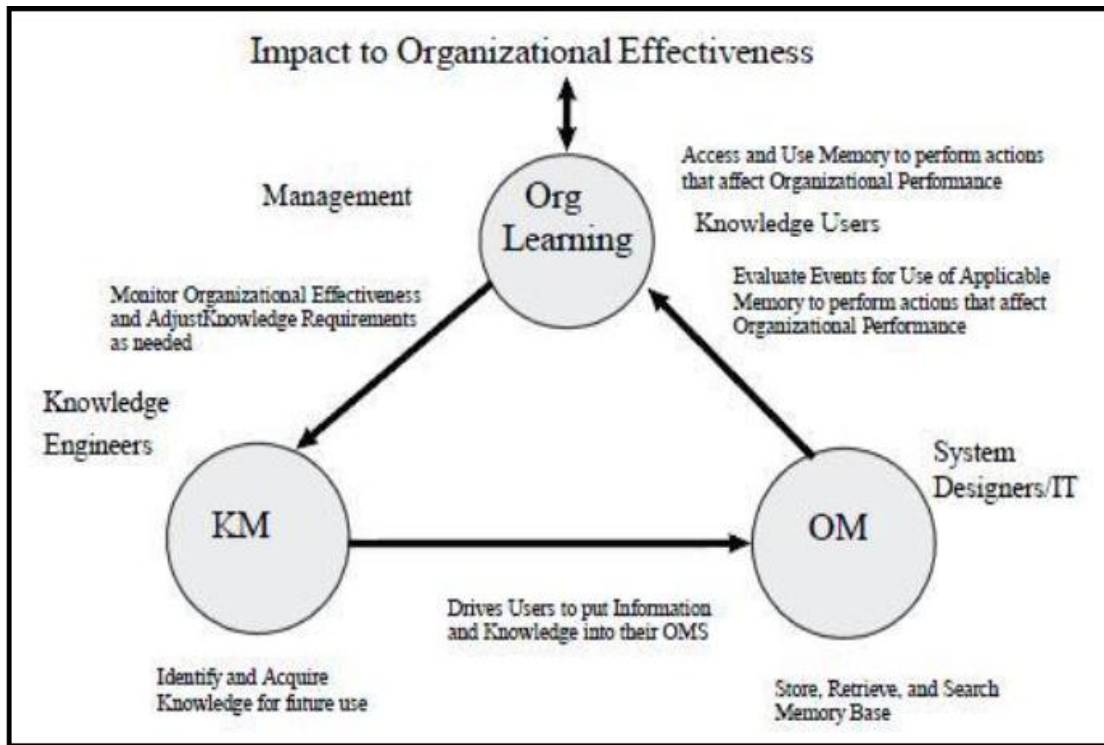
¹ Pemberton, JD, Stonehouse, GH & Yarrow, DJ :Op.cit.

² Huber, GP 1991, 'Organizational learning: the contributing processes and the literatures', Organization Science, vol. 2, no. 1, pp. 88-115.

³ Stein, E.W. and Zwass, V. :Op.cit. p. 89.

⁴Jennex, ME 2008, Current Issues in Knowledge Management, Information ScienceReference, Hershey.

Figure.5: Model of organizational learning, knowledge management and organizational memory



Source: Jennex&Olfman (2002, p. 8).

In this model, the four constructs for OL identified by Huber, as outlined above, are reflected in the KM and OM functions. ¹The model recognizes the different roles of management, knowledge practitioners, information technology, and knowledge users. 'KM and OM are essentially the same with the difference being the players. End-users tend to do KM where KM is concerned with the identification and capture of key knowledge. Information systems (IS) personnel tend to be concerned with OM where OM is the storage, search, retrieval, manipulation, and presentation of knowledge'. ²

2.6. KM critical success factors

Since the late 1990s, several authors have identified various critical success factors relevant to KM. Critical success factors are the key areas and activities that

¹Huber, GP :Op.cit.p.177

²Jennex, ME 2005, 'What is knowledge management?', International Journal of KnowledgeManagement, vol.1, no. 4, p. 35.

require extensive management attention and support in order to achieve an organization's mission and goals. Although the authors' lists of critical success factors differ, ten critical KM enablers that occur repeatedly in the literature are outlined here.

2.6.1. Technological infrastructure

Technological infrastructure facilitates KM through knowledge repositories where employees share their expertise and access the shared experiences of others. Information technology also addresses knowledge-oriented capabilities such as email, intranets, networked computers and standardized software so that documents can be easily exchanged, supporting daily operations, problem solving and decision making.

Effective KM requires technological infrastructure that is simple, easy to use, is suitable to users' needs, contains relevant content and incorporates a standardized knowledge structure and taxonomy. ¹

2.6.2. Processes and activities.

The execution of KM processes is the basis of successful KM practice. The knowledge infrastructure for effective KM includes establishing roles and teams to perform knowledge-related tasks, building on existing capabilities and adding new competences as required.²

KM requires a framework and processes for the identification, creation, storage, retrieval, transfer and application of knowledge in a systematic and structured manner. Coordination of the processes to be performed is essential and appropriate interventions and mechanisms need to be established.

KM processes can be incorporated into daily work activities so that they become common practice. Sources of knowledge should be readily identifiable and easily accessible, whether held in databases or in people's minds. Continuous learning should

¹Vitari, C, Moro, J, Ravarini, A & Bourdon, I 2007, 'Improving KMS acceptance: the role of organizational and individuals' influence', *International Journal of Knowledge Management*, vol. 3, no. 2, pp. 68-90.

²Wong, KY 2005, 'Critical success factors for implementing knowledge management in small and medium enterprises', *Industrial Management & Data Systems*, vol. 105, no. 3/4, pp. 261-279.

occur at all levels in the organization, with individuals and teams being encouraged to question, challenge and learn from others.

2.6.3. Top-management commitment and support

Top management commitment is essential in creating and communicating the vision of a knowledge-based organization, building an organizational culture that supports that vision, promoting knowledge sharing and creation, and motivating workers to achieve KM objectives¹. Support of top management include desconveying messages that KM is critical to the organization's success, giving direction, setting goals and objectives, clarifying the types of knowledge important to the organization and providing funding and other resources. The organization's leaders should exhibit a willingness to share and offer their knowledge freely, encouraging processes that will promote cross-boundary learning and sharing, helping to set up knowledge networks and developing the learning skills of people.²

2.6.4. Organizational culture

A KM-supporting organizational culture values knowledge highly and encourages its creation, sharing and application through the empowerment of individuals to explore new possibilities and approaches. A knowledge-friendly culture in a learning organization incorporates the set of beliefs and values around how the organization views and facilitates learning and innovation and how it encourages employees to build organizational knowledge. Employees are competitive by nature and may be more inclined to hoard than share their knowledge, without realizing that their experiences are valuable to others.

The level of trust between co-workers affects the extent of collaboration and exchanging of ideas. Collaboration and teamwork require an open and trustworthy spirit where people are not sceptical about the intentions and behaviors of others, are not alienated or resentful of the organization or concerned that sharing knowledge will cost

¹Chong, SC & Choi, YS 2005, 'Critical factors in the successful implementation of knowledge management', *Journal of Knowledge Management Practice*, vol. 6, no.1, pp. 1-21.

²Wong, KY :Op.cit.

them their jobs, and where mistakes and failures are recognized as a source of learning. These behaviors are reflected in the disciplines of a learning organization.¹

2.6.5. Organizational structure

Bureaucratic organizational structures characterized by complicated layers, lines of responsibility and reporting procedures impose constraints on the flow of information, slowing the process and consuming time for knowledge to filter through the organization. A strong hierarchical structure also generates position-based status and power that is counter-productive in a knowledge-focused organization. Knowledge sharing prospers where the ease of information flow is enhanced by an organizational structure with fewer boundaries between management levels and business units. Employee empowerment can present employees with a sense of ownership in meeting KM objectives. A learning organization shapes its organizational structure to enhance and maximize organizational learning.²

2.6.6. Knowledge strategy

KM should be linked to the organization's goals and its purpose, articulated in the benefits to the organization and how it will benefit employees. A clear, well-planned strategy provides the foundation for the deployment of capabilities and resources to achieve the organization's KM goals, defining the organization's key knowledge domains and core knowledge value-enhancing processes, and setting priorities for managing IC. The KM strategy should support the organization's essential business issues by being integrated with the organization's overall business strategy.³

2.6.7. Performance measurement

Performance measurement of KM captures the impact of knowledge on financial and non-financial organizational performance. It ensures that Objectives are being achieved, tracks KM progress and determines its benefits and value. Measurement

¹ Davenport, TH, De Long, DW & Beers, MC 1998, 'Successful knowledge management projects', Sloan Management Review, vol. 39, no. 2, pp. 43-57.

² Roper, L & Pettit, J 2002, 'Development and the learning organization: an introduction', Development in Practice, vol. 12, no. 3/4, pp. 258-271.

³Mårtensson, M. :Op.cit.p44

demonstrates the effectiveness, value and worthiness of KM to management and other stakeholders, substantiating the continued support and confidence of top management.¹

2.6.8. Motivational incentives

Employees are unlikely to readily share knowledge without considering how it might affect them personally. Incentive systems, rewards and motivational aids should incorporate the importance of collaboration, sharing and application of knowledge. Incentives should focus on knowledge sharing and contribution, teamwork, creativity and innovative solutions, with group-based compensation encouraging high levels of knowledge exchange. The reward system may include both monetary and non-monetary recognition. Knowledge-related participation can be assessed in annual performance reviews.

2.6.9. Training

Training equips managers and employees to fulfill their responsibilities and creates effective work behaviors that support KM. It extends their human capital, there by adding to the organization's IC. Training provides a better understanding of the concept of KM, framing a common language and perception of how knowledge is defined and thought about, creating an awareness of the organization's need to manage knowledge and to recognize its importance for the organization's ongoing viability.

Training should incorporate elements of KM practice, such as the importance of sharing knowledge, together with training in using the KM system and other technological tools for managing knowledge. Skills development training should foster creativity, innovation and knowledge sharing, addressing areas such as communication, social networking, peer learning, team building, collaboration, creative thinking, documentation skills and problem solving.²

2.6.10. Human resource management

Learning organizations develop strategies to enhance and maximize KM. Human resource management supports KM through focused employee recruitment,

¹Davenport, TH, De Long, DW & Beers, MC. :Op.cit.p.222

²Jennex, ME, Smolnik, S & Croasdell, DT 2009: Op.cit.p.123

development and retention activities. The aim of KM recruitment policy is to bring knowledge and competences into the organization, filling knowledge gaps, employing those who have an inclination for creating and sharing knowledge and who fit the organization's culture. Professional development activities improve the personal value of individuals, their skills and competences. The retention of employees is enhanced by providing opportunities to grow and advance their careers to meet their personal aspirations, offering a conducive working environment and fostering job satisfaction.¹

These ten factors should not be considered as being mutually exclusive. In addition to providing commitment and support, top management has a role in shaping the culture of the organization, empowering employees, removing organizational constraints and sourcing funding for information technology. Technological infrastructure processes and activities, top management commitment and support, and organizational culture are recognized by the majority of authors as critical success factors for creating an effective KM environment.²

3. Section Three: Knowledge Transfer:

Knowledge transfer has been defined as an attempt by an entity to copy a specific type of knowledge from another entity. In other words, knowledge transfer is the transfer of knowledge to a location where it is needed and can be used.

There is a growing body of theoretical and empirical research addressing knowledge transfer and its importance for organizational success. The next sub-sections define knowledge transfer and discuss how knowledge is transferred within and across organizational boundaries.

3.1. Knowledge Transfer Definition

The literature offers various but related definitions of knowledge transfer. Knowledge transfer is defined by KO as the communication of knowledge from a

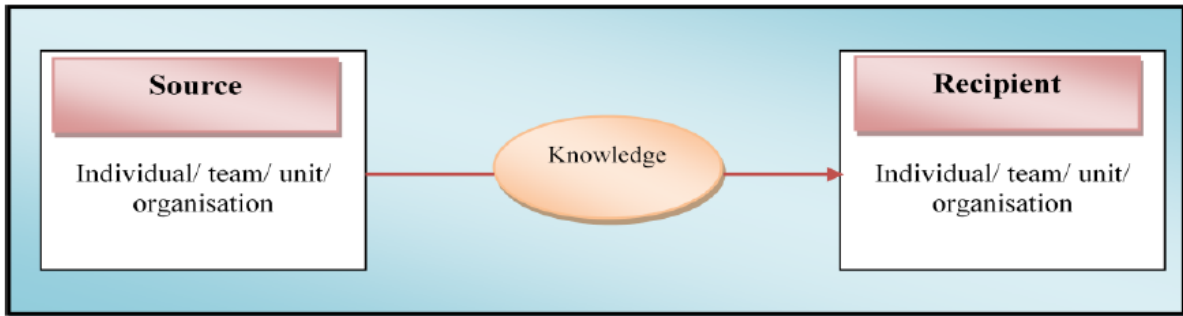
¹Wong, KY :Op.cit.p.321

² Davenport, TH &Prusak, L 2000, Working Knowledge: How Organizations Manage what they Know, Harvard Business School Press, Boston.

source that is learned and applied by a recipient. Kumar and Ganesh describe knowledge transfer as a process of exchange of explicit or tacit knowledge between two agents, during which one agent receives and uses the knowledge provided by another. It is thought of as a dyadic exchange process in which a source makes knowledge available to be acquired by the recipient. Therefore, knowledge may be purposely transferred or it may occur as the unintended outcome of other activities, social interactions and chance meetings. ¹

There are several other terms used in the literature to describe knowledge transfer such as knowledge flows, knowledge sharing and knowledge acquisition. For terminological reasons, it has been decided to combine these definitions under the term knowledge transfer as it is more established in various literary sources. Figure 6 provides a schematic representation of knowledge transfer. ²

Figure 6: Schematic representation of knowledge transfer



Source: Adopted with modification from Kumar and Ganesh (2009)

Knowledge transfer can take place within a single organization (i.e. intra-organizational knowledge transfer) or across organizational boundaries (i.e. inter-organizational knowledge transfer).

¹ Kumar, A. and Ganesh, L. (2009) Research on knowledge transfer in organizations: A morphology. *Journal of Knowledge Management*, 13 (4), pp. 161-174.

²Rothaermel, F. and Thursby, M. (2005) University–incubator firm knowledge flows: assessing their impact on incubator firm performance. *Research Policy*, 34 (3), pp. 305–320.

a) Intra-organizational Knowledge Transfer

Intra-organizational knowledge transfer is the sharing of relevant knowledge between units or individuals within the same organization. It is the process by which knowledge held by a unit or an individual is made available to others within the same organization.

Evidence is accumulating that knowledge transfer across organizational units within firms provides competitive benefits. Organizations which are able to transfer knowledge effectively between one unit and another are more productive and more likely to survive than organizations which are less adept at knowledge transfer.¹

Renzl highlights that intra-organizational knowledge transfer is of vital importance to organizations, enabling them to develop skills and competencies, increase value, and sustain their competitive advantage. Moreover, intra-organizational knowledge transfer often leads to the dissemination of crucial knowledge and innovative ideas which are considered critical to creativity and subsequent innovation in organizations.²

For example, Lilleoere and Hansen examine knowledge transfer in a pharmaceutical R&D and suggest that it enhances the creation of new knowledge, potentially enabling new innovative products to be developed at greater speed.³ Many organizations have already achieved significant advantages of transferring knowledge across units, for example, Toyota, IKEA and Tata.

However, not all organizations possess all the knowledge and capabilities necessary to perform every possible activity internally, and so they need to seek knowledge, insights and skills externally, and learn from the experience of outside organizations.⁴ Likewise, Rai and Tang posit that in today's business context, it is rare

¹Lee, D. and Ahn, J. (2007) Reward systems for intra-organizational knowledge sharing. *European Journal of Operational Research*, 180 (2), pp. 938-956.

²Renzl, B. (2008) Trust in management and knowledge sharing: the mediating effects of fear and knowledge documentation. *Omega*, 36 (2), p. 206.

³Lilleoere, A. and Hansen, E. (2011) Knowledge-sharing enablers and barriers in pharmaceutical research and development. *Journal of Knowledge Management*, 15 (1), pp. 53-70.

⁴ Hackney R., Desouza K. and Irani Z. (2008) Constructing and sustaining competitive inter-organizational knowledge networks: an analysis of managerial web-based facilitation. *Information Systems Management Journal*, 25 (4), pp. 56-363.

for an organization to be able to create and develop all knowledge internally and launch effective competitive actions independently. Instead, an organization's competitive actions are embedded in the knowledge that is acquired through a network of inter-organizational relationships. Chen affirms that successful organizations are those that not only are able to create knowledge within their boundaries, but also can expose themselves to a variety of new knowledge from outside in order to prevent rigidity and to encourage the reshaping of their competencies.¹

b) Inter-organizational Knowledge Transfer

Inter-organizational knowledge transfer has been widely recognized in recent literature as prevalent and critical to an organization's survival and competitiveness.

It has been argued that firms enjoy a competitive advantage if they know how to effectively and efficiently transfer crucial knowledge from their business partners. Easter by-Smith, for example, states that while such knowledge is normally developed within the firm, it is important that firms possess the ability to learn from others in order to meet the increasing pace of competition. Likewise, van Wijk asserts that transferring knowledge from external constituents has become central to a firm's success. Inter-organizational knowledge transfer takes place when specific knowledge is passed on from one firm to the other.²

Vaara defines inter-organizational knowledge transfer as the beneficial use of knowledge, capabilities, or skills originally residing in another organization. Inter-organizational knowledge transfer is the process by which an organization identifies and learns specific knowledge which exists in another organization. Hamel describes inter-organizational knowledge transfer as a process that consists of two critical steps. First, knowledge needs to be disclosed by the expert partner or the organization that possesses the knowledge. As a second step, the disclosed knowledge needs to be

¹ Chen, W. and Hirschheim, R. (2004) A paradigmatic and methodological examination of information systems research from 1991 to 2001. *Information Systems Journal*, 14 (3), pp. 197-235.

² Buckley, P., Glaister, K. Klij, E. and Tan, H. (2009) Knowledge accession and knowledge acquisition in strategic alliances: the impact of supplementary and complementary dimensions. *British Journal of Management*, 20 (4), pp. 598-609.

acquired and assimilated by the novice partner¹, the organization that requires the knowledge.

Transferring knowledge across organizational boundaries can yield enormous benefits, especially for organizations that are not able or have difficulties developing knowledge within their confines. ¹Today, inter-organizational knowledge transfer is viewed, moreover, as critical to ensuring higher efficiency and productivity. Firms that can successfully transfer and absorb knowledge across boundaries accumulate a range of performance benefits, including reduced failure rates and increased productivity¹. Similarly, Pérez-Nordtvedt suggests that inter-organizational knowledge transfer contributes to an increase in an organization's stock of knowledge and has been found to affect key organizational outcomes, including human resource development and performance. ²According to Darr and Kurtzberg, new knowledge can promote innovations in new methods and practices, which can then be absorbed into the routines and culture of an organization.

A primary driver of many inter-organizational knowledge transfer activities has been the desire to learn and obtain valuable resources, including knowledge, capabilities and technologies possessed by the source firms. Prior inter-organizational studies note that organizations learn by collaborating with other organizations, transferring knowledge and by observing and importing best practices. Renzel posits that inter-organizational knowledge transfer enables organizations to develop new skills, increase value, and extend their knowledge base. ³

A survey by Linder of the senior executives of forty international companies covering several industries revealed that 45% of their innovations came from external sources. SONY Corp., for example, has established various partnerships with computer and telecommunications firms in an effort to enable its personnel at different

¹Easterby-Smith, M., Lyles, M. and Tsang, E. (2008a) Inter-organizational knowledge transfer: Current themes and future prospects. *Journal of Management Studies*, 45 (4), pp. 677-690.

² Pérez-Nordtvedt, L., Kedia, B., Datta, D. and Rasheed, A. (2008) Effectiveness and efficiency of cross-border knowledge transfer: an empirical examination. *Journal of Management Studies*, 45 (4), pp. 699-729.

³Renzl, B. :Op.cit.p.560

organizational levels to gain access to a wealth of new knowledge from its business partners.

Extant literature has examined inter-organizational knowledge transfer in different arrangements, including strategic alliances, joint ventures, supply chain, and research and development (R&D).

Table.4 provides a summary of selected recent studies which investigate inter-organizational knowledge transfer within various relationships. These studies suggest that the act of importing new external knowledge and combining it with existing knowledge provides recipient organizations with capabilities to improve their performance and decision making.

Table4: Selected studies on inter-organizational knowledge transfer

Study	Context	Setting	Aim	Results
H <i>et al.</i> (2011)	Supply chain	China	Examine the relational attributes that cultivate knowledge transfer in supply chain partnerships	Trust, commitment, interdependence, shared meaning, and balanced power facilitate knowledge transfer in supply chain partnerships
Williams (2011)	Offshore outsourcing	India	Develops and tests a model of client–vendor knowledge transfer at the level of the individual offshore information systemsengineer	Knowledge transfer success is associated with formal training and client embedment, informal discussion and previous experience .
Faems <i>et al.</i> (2007)	R & D	Belgium	Examines the process of inter-firm knowledge transfer in R&D relationships	Legal clauses, expectations of a long-term relationship and similarity of technological equipment are important facilitators for acquisition and assimilation of knowledge .
Muthusamy and White (2005)	Strategic alliance	USA	Examines the effects of the social exchange process between alliance partners on knowledge transfer.	Social exchanges (reciprocal commitment, trust, mutual influence) between alliances have strong influence on the extent of inter-organizational knowledge transfer and learning.

Rothaermel and Thursby (2005)	University incubator firm	USA	Investigates how knowledge flows from universities to incubator firms and assess the effect of these knowledge flows on incubator firm-level differential performance	Incubator firms' absorptive capacity is an important factor when transforming university knowledge into firm-level competitive advantage.
Pak and Park (2004)	Joint venture	Korea	Examines the determinants of cross-border knowledge transfer from MNEs to Korean firms	Positive social interaction is pivotal and it provides firms with a learning environment which facilitates the transfer of new knowledge and skills.

Source: adopted from RICHARD LANNEYERIE (S),p, P211.

3.2 Theoretical Foundation

Multiple theoretical lenses have been used by prior researchers to examine issues related to knowledge transfer. However, the current understanding of what contributes to successful inter-organizational knowledge transfer is still quite limited.

This study integrates the organizational learning theory and social capital theory to better conceptualize and explain how knowledge is transferred successfully in IS outsourcing, and to gain a better and more holistic understanding of the factors that contribute to a successful knowledge transfer. Incorporating these two theories may allow for cross-fertilization that enables addressing some of the limitations of each one when applied in isolation. The next two sub-sections discuss these two theories and explain how they inform the research conceptual framework.

a) Organizational Learning Theory

In today's more dynamic business environment, organizations require faster acquisition of knowledge and learning in order to improve productivity and efficiency, and to provide greater value to customers. ¹More recently, organizational learning is

¹ Salomon, R. and Martin, X. (2008) Learning, knowledge transfer, and technology implementation performance: a study of time-to-build in the global semiconductor industry. *Management Science*, 54 (7), pp. 1266-1280.

recognized to significantly contribute to the development of a competitive advantage. Yli-Renko argues that the accumulation of knowledge through learning constitutes a driving force in the development and growth of organizations.¹

Management and organizational theorists define organizational learning in multiple ways, but most common to these definitions is the view that learning involves transfer of new knowledge by the organization.²As noted by Mason and Leek learning is the improvement of practices resulting from knowledge transfer among firms. Likewise, Huber states that, an organization learns if any of its units acquires knowledge that it recognises as potentially useful to the organization. Organizations mainly learn through their individual members who acquire new knowledge and continuously learn skills and competencies.³

Organizational learning contributes to an increase in an organization's stock of knowledge and very often it takes place via knowledge transfers from entities outside organizational boundary. Knowledge transfer is found to affect key organizational outcomes, including competency-based, human-resource development and performance.⁴ Wang points out that organizational learning is a process of improving actions through better knowledge and understanding.

Therefore, organizations seek organizational learning through a multiplicity of organizational arrangements. Hau and Evangelista state that many firms are seizing the opportunity to acquire new knowledge through various collaborative arrangements. They further argue that the ability to seek, absorb, and transfer knowledge from collaborative arrangements has become a crucial skill. The establishment of close relationships with other firms is often regarded as a means to acquire new knowledge, skills and expertise, in order to enhance the competency of an organization. It is argued that IS outsourcing, for example, provides client organizations with learning

¹Yli-Renko, H., Autio, E. and Sapienza, H. (2001) Social capital, knowledge acquisition, and knowledge exploitation in young technology-based firms. *Strategic Management Journal*, 22 (6-7), pp. 587-613.

²Muthusamy, S. and White, M. (2005) Learning and knowledge transfer in strategic alliances: a social exchange view, *Organization Studies*, 26 (3), pp. 415-441.

³ Reid, V., Baloh, P. and Desouza, K. (2010) Strategic Knowledge Management. In: Grant, K., Hackney, R. and Edgar, D. (ed.). *Strategic Information Systems Management*. Hampshire, UK, Cengage Learning EMEA, pp.215-245.

⁴Pérez-Nordtvedt, L., Kedia, B., Datta, D. and Rasheed, A. :Op.cit.

opportunity and access to knowledge and resources which cannot be developed internally.¹

b) Social Capital Theory

The term social capital first appeared in sociology, highlighting the importance of social networks and strong, personal relationships developed over time across groups that provide the basis for trust, co-operation, and collective action in communities. Social capital represents the ability of an organization to secure benefits such as knowledge transfer and learning from networks.

According to Yang and Farn, social capital is a set of resources embedded in the social relationship among social actors and can be regarded as a valuable asset that secures benefits for social actors ranging from individuals to organizations.²

Nahapiet and Ghoshal identify structural, relational, and cognitive dimensions of social capital. The structural dimension reflects the configuration of links and overall patterns of connections among actors within a set of relationships. The relational dimension captures the trust between actors and the amount of resources created and leveraged through ties. The cognitive dimension refers to shared expectations, values, goals, interpretations and systems of meaning between actors of the firms involved in the relationship.³

The concept of social capital is of particular relevance to inter-organizational knowledge transfer because of the inter-personal dynamics involved in transferring knowledge (particularly tacit knowledge) between individuals of the source and recipient organizations.⁴

A growing stream of research advocates that increases in social capital increase access to knowledge and expertise. In the knowledge transfer context, Anand describes

¹Hau, L. and Evangelista, F. (2007) Acquiring tacit and explicit marketing knowledge from foreign partners in IJVs. *Journal of Business Research*, 60 (11), p. 1152.

² Yang, S. and Farn, C. (2009) Social capital, behavioural control, and tacit knowledge sharing-A multi-informant design. *International Journal of Information Management*, 29 (3), pp. 211.

³Nahapiet, J. and Ghoshal, S. (1998) Social capital, intellectual capital, and the organizational advantage. *Academy of Management Review*, 23 (2), pp. 242–266.

⁴*Ibid.* p 280

organizational social capital as the knowledge which organizations can access by using their informal ties with outsiders.

The study of Autry and Griffishigh lights that social capital promotes co-operative behavior, including knowledge transfer in supply chain relationships, because of its association with shared vision, trusting relations, and social ties. Similarly, Collins and Hittpoint out that the complex process of transferring tacit knowledge requires greater attention to the relational dimension of social capital.

Van den Hooff and Huysman highlight that the establishment of effective social capitals with partner firms are necessary in order to capture the full knowledge transfer potential. They state that social capital provides access to people with relevant knowledge and shares a common ability that helps in understanding other people's knowledge and as well as correct interpretation and assessment of all knowledge. Social capital has also been shown to enhance the speed and efficiency of the creation and transfer of knowledge.¹

Andrews notes that social capital is essential in order for knowledge transfer to occur as effectively as possible. In the same vein, Villena finds that social capital reduces the likelihood that a partner might withhold crucial knowledge. Furthermore, Weber and Camerer argue that social capital overcomes cultural differences when transferring knowledge across boundaries.

Developing social capital often requires intentional effort and is accumulated over time and with experience. Adler and Kwon argue that the development and maintenance of social capital require mutual commitment, co-operation and effective communication between the source and the recipient involved. As interactions within the linkage between the two firms increase, social capital is improved, thereby potentially increasing the transfer of knowledge.²

¹Kogut, B. and Zander, U. (1996) What do firms do? Coordination, identity and learning. *Organization Science*, 7 (4), pp. 502-518.

² Hughes, M. and Perrons, R. (2010) Shaping and re-shaping social capital in buyer-supplier relationships. *Journal of Business Research*, 64 (2), pp. 164-171.

3.3. Conclusion of the chapter

The data, information and knowledge programs and processes need to be created, treated, protected, continuously developed and transferred to guarantee the efficiency of the knowledge management tools and measurements.

The knowledge management is a required system in achieving a successful knowledge based organization, a system that helps with the knowledge communication rather than just the knowledge storage transfer techniques.

In order to gain investments and support from decision makers and shareholders on future improvements, the knowledge management strategy and system have to be updated regularly by a team of professional and competent employees.

**Chapter Two: Theoretical
framework on experiential
learning**

Chapter Two: Theoretical framework on experiential learning

Experiential learning is a method of educating through first-hand experience. Skills, knowledge, and experience are acquired outside of the traditional academic classroom setting, and may include internships, studies abroad, field trips, field research, and service-learning projects¹, and also is based on the idea that learning is a process whereby knowledge is created through transformation of experience.

A good quality education is the one that offers the learner more than just a simple superficial understanding of things in general and ideas and concepts in particular, a good quality education is the one that enables the learner to acquire a deep understanding of the details and different dimensions of the themes and subjects he is studying, which will lead him eventually to the desired knowledge he is seeking.

The question that remains is how to achieve such an education?! Many authors tried to answer that question and many of them agreed that experience is the key to a successful education. Since learning is a complex intellectual operation, experience is the process that allows the learning to be at its “almost flawless” shapes, a process that has been developed through the years and many models has been created to explain it.

Internship is one of the developed and most suggested experiences that helps the student/learner to apply the theoretical knowledge he has obtained in schools on the practical field under the different pressures and challenges that he faces, such experience offers the student the opportunity to extend the scope of knowledge and reveal his strength and weaknesses which will make him more ready for his career.

In this chapter we will study the internship in different educational and professional fields and its importance we will also talk about the different internship programs, internship motivations, and influencer factors.

Section One: Experience and Education.

¹ <https://study.com/academy/lesson/what-is-experiential-learning-definition-theories-examples.html>

Based on the important concepts and theories in the existing literature, the following section is going to review and summarize the literature overview of experience and education from multiple disciplines for better understanding of this concept.

1.1. Experience and Education: literature overview

“Tell me, and I will forget. Show me, and I may remember. Involve me, and I will understand.” John Dewey is the pioneer of the theoretical framework underlying experience centered curriculum design. In his book *Experience and Education*, he explains the relationship between “experience”, “curriculum” and “learning”. He believes that “ *a coherence theory of experience affording a positive direction to selection and organization of appropriate educational methods and materials is required by the attempt to give new direction to the work of schools*” and “ *it is a cardinal principle of education that the beginning of instruction shall be made with the experience learners already have; that this experience and the capacities that have been developed during its course provide the starting point for all further learning*”.¹

Learning from experience is one of the most essential and logical means of learning applicable to anyone. The idea of learning through experience is not new. Over half a century ago, John Dewey tried to express the complicated, basic relationship between direct hands-on experience and meaningful learning. Nearly all of his seminal works were built around one relationship.

Before the child goes to school, he learns with his hand, eye and ear, because they are the organs of the process of doing something from which meaning results. The boy flying a kite has to keep his eye on the kite, and has to note the various pressure of the string on his hand. His senses are avenues of knowledge not because external factors are somehow “conveyed” to the brain, but because they are used in doing something with a purpose.²

Thus, Dewey suggested that we naturally design our learning through an endless lifelong cycle. He called these cycles as primary and secondary experience. While primary experience is generally active or often physical, secondary experience is reflective, and more mental. Riding a bicycle, baking a cake or giving a speech is typical examples of primary experience. However, we can process secondary experiences in different ways such as by personal journaling or by getting feedback from mentors or peers.

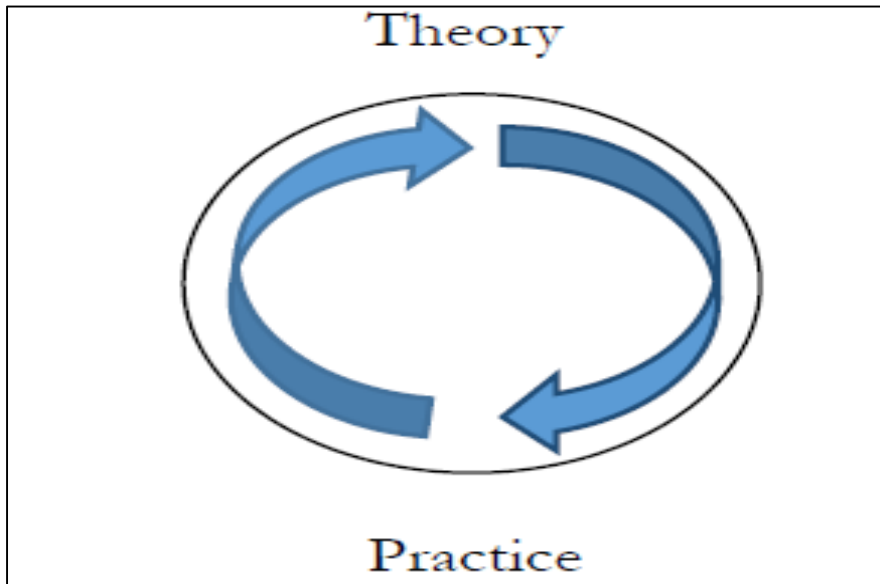
¹Dewey, J. (1933). *Arts and experience*. New York: G.P.Putnam, Capricorn Books. P. 21.

²Dewey, J. (1938). *Experience and education*. New York: Macmillan Publishing Company. P. 142.

This continual cycling between these two components constitutes the basic cycle of experiential learning. ¹

Figure 6 represents the endless cycling relation between theory and practice.

Figure 7. The relationship between theory and practice (endless cycling)



Source: Adopted from Dewey, J. (1938). Experience and education. New York: Macmillan Publishing Company

Theory Practice The concept that knowledge is acquired from both theory and practice has a long history. In fact, integrating theory and practice was a preoccupation of Dewey. He drew attention to the limitations of formal education and the fact much of what we were supposed to learn in school was no longer accessible. ²

He considered that when learning occurred in isolation, it was disconnected from the rest of child's experience. Thus, because it was segregated and not linked through experience to the child's memory, it became impossible to retrieve it. In his book Experience and Education, John Dewey emphasized that theoretical abstractions have a connection with practical matter; however, theory becomes abstract in the remote sense when it ignores practical application. Dewey considered experiential learning is the way to bridge the gap between education and experience.

¹Dewey, J. (1916). Democracy and education: An Introduction to the Philosophy of Education. New York: The Free Press.

²Moon, J., Jung, G., Chung, M. and Choe, Y. (2007). IT outsourcing for E-government: Lesson from IT outsourcing projects initiated by agricultural organisations of the Korean government. Proceedings of the 40th Hawaii International Conference on System Sciences (HICSS'07), January 3-6, Big Island, Hawaii, USA.

Dewey maintained that experience and education are one and the same; his pragmatic emphasis was in opposition to external imposition of ideas, facts, and concepts that are divorced from real-world experiences. ¹He strongly believed in the significance of offering students direct experience in solving real-world questions.

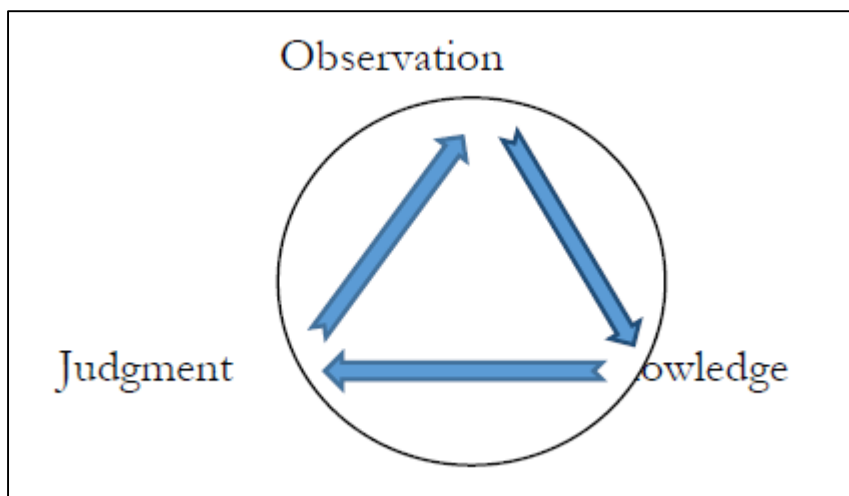
Dewey places more emphasis on developmental nature of learning. According to his model, the formation of purposes is then a rather complex intellectual operation. It involves:

(1) observation of surrounding conditions;

(2) knowledge of what has happened in similar situations in the past, a knowledge obtained partly by recollection and partly from information, advice, and warning of those who have a wider experience;

(3) judgment, which puts together what is observed and what is recalled to see what they signify. The crucial educational problem is that of procuring the postponement of immediate action upon desire until observation and judgment have intervened. ²(See figure, 7)

Figure8. Dewey's learning process



Source: Adopted from Brandon, W. (2002). Experiential learning: A new research path to the study of Journalism education. *Journalism & Mass Communication Education*, Spring2002

Observation Judgment Knowledge Theories are abstract conceptualizations of how thoughts and external objects relate to one another in a consistent manner.

¹ Milne, B. (2000). Pragmatic emphasis. Unpublished manuscript, University of South Dakota, Vermillion.

² Brandon, W. (2002). Experiential learning: A new research path to the study of Journalism education. *Journalism & Mass Communication Education*, Spring2002, 57,1.

They inform and guide us in our practice, and enable us to gain insights into various events in which we are involved. If our realistic experiences do not suit or fit into our theory of how we anticipate things ought to be, then we often modify our theories or sometimes reorganize the experience to be able to observe if it can be agreed with our way of looking at the world. Accordingly, there is an uninterrupted interplay of theory and practice in which each informs the other.¹

The idea of experiential learning, whether it occurs within or beyond the formal classroom environment, is centered on the concept that “*informally acquired knowledge and skill may be as significant as learning through any formal means*” and there is “*recognition that individuals can learn by doing as well as through formal instruction, and most important, that many learn without being taught at all*”.² Evans believes that the central challenge posed by experiential learning for formal institutions of education is a reorganization of their strategies so that they may take full advantage of all the ways that individuals learn. Evans further suggests that “*A college or university needs to become a Learning Centre where classroom teaching is seen as only one opportunity offered to individual students*”.³

1.2. Developments of Experiential Learning

The development of understanding about experiential learning is grounded in philosophical thought, and many authors including Dewey, Lewin, Piaget, and Kolb drew upon this heritage. Kurt Lewin, the creator of social psychology in the U.S.A., was highly appreciated with contributing greatly to the concepts of experiential learning between 1930s and 1940s. “*The consistent theme in all Lewin’s work was his concern for the integration of theory and practice, stimulated if not created by his experience as a refugee to the United States from Nazi Germany*”.⁴

Kurt Lewin’s curiosity lay in social issues like children’s prosperity, oppressed people, and governance of peoples. Lewin’s assumption of education was committed to democracy, necessitating that individuals had to actively cooperate and that this pattern of education was superior to more traditional autocratic methods. Lewin’s model is very much alike with the model of Dewey, whose experiential learning philosophy resulted from his research studies on

¹ Beard, C., & Wilson, J. (2002). *The power of experiential learning: A handbook for trainers and educators*. Herndon, VA: Kogan Page Publishers.

² Evans, N. (1994). *Experiential learning for all*. London: Cassell, P. 2.

³ Ibid, p. 104.

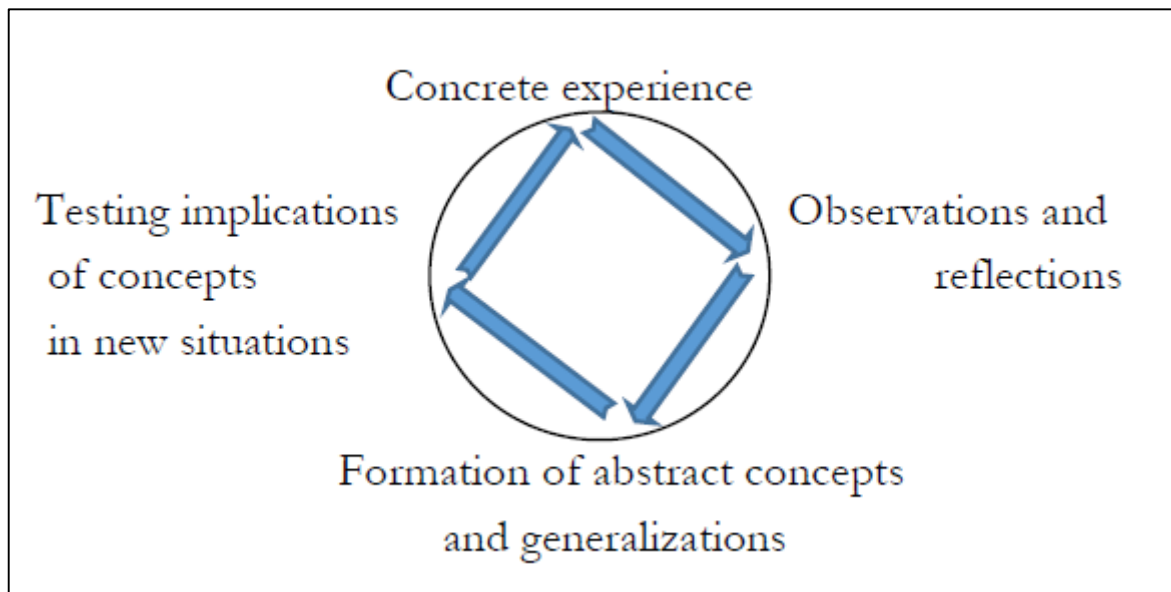
⁴ Kolb, D. (1984). *Experiential learning: Experience as the source of learning and development*. Upper Saddle River, NJ: Prentice-Hall, p. 9.

group dynamics (See Figure 7). Lewin’s model is still used today in training and organizational development (See Figure 8).

The Lewin’s experiential learning model, just like Kolb’s model, is a four stage cycle which begins with a concrete experience, and observations and reflections are analyzed. The next stage is formation and generalizations of abstract concepts and the last stage comprises the conclusions to examine implications which are acquired in new situations., organizations may target on actions and decisions without mirroring to decisive feedback that is implemented in decision making.

However, Kolb asserted that Lewin’s description of learning process is relatively similar to that of Dewey’s model (see Figure 3), laboratories was influenced by the concept of feedback that was used by electrical engineers. This process involved concrete experience, observations and reflections, formation of abstract concepts and generalizations, and testing implications of concepts in new situations.¹

Figure9. Levin’s feedback process



Source: Adopted from Kolb, D. (1984). Experiential learning: Experience as the source of learning and development .p.315

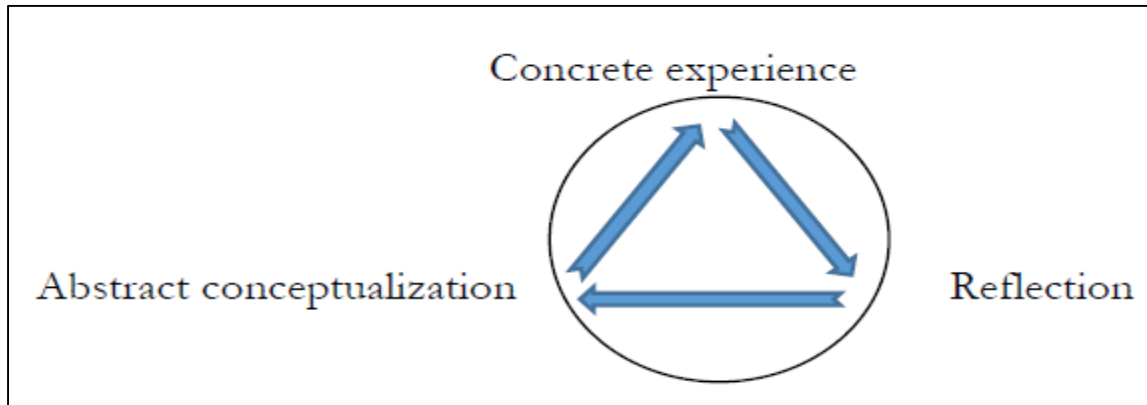
1.3. Learning and Cognitive Development

Another major contribution to experiential learning is that of Jean Piaget, a Swiss psychologist and epistemologist. Although Dewey is accepted as the founder of experiential

¹ Kolb, D. :Op.cit.p.42

learning in America, Cunningham recognizes Jean Piaget to be his equivalent who contributed much to the development of European movement in experiential learning. Jean Piaget's studies in developmental psychology further contributed to this concept in that "*intelligence is shaped by experience*"¹

Figure10. Piaget's Learning and Cognitive Development



Source: Adopted from Piaget. (2004). Learning and Cognitive Development.p.89

Concrete experience Abstract conceptualization Reflection In Piaget's model, (See Figure 9) cognitive development cycle begins with concrete experience stage. In this stage knowledge is gained through sensory impressions such as feeling and touching, and moves to a reflective stage which involves the manipulation of images and symbols. Then, individuals begin to perform logical operations where children start categorizing items and measuring, counting and talking about length, area and width of them.

The final stage of the cycle rotates around learning as convergent because the individuals are able to use the previous stages of concrete experience, reflection, and abstract conceptualization in order to test their beliefs and ideas. Therefore, they are able to understand abstract concepts like rate, ratio, percentage and proportion.²

The essence of Piaget's work is the description of how intelligence (learning) is shaped by experience. He believed that competence evolves from experience and the process of growth includes learning through stages. Thus, learning is the output of interaction between the individuals and their environment and action (experience) is the key. Therefore his focus was on cognitive development process. Dissimilar to Kolb's uninterrupted cycle of experiential

¹Ibid.p.50

² Kolb, D. :Op.cit.p.62

learning, Piaget promoted his model to define growth from infants through teenagers. He considered that individuals develop through these stages over time.

1.4. Experiential learning theory

Kolb defines experiential learning as “*The process whereby knowledge is created through the transformation of experience. Knowledge results from the combination of grasping and transforming experience*”.¹ Using an experiential learning approach allows individuals to learn by doing and reflect on actions, and is believed to result in deeper and more robust learning outputs.²

While knowledge is a static concept that is activated when it is put into use, either through cognitive mechanisms or heuristics, Kolb explains that the process of acquiring knowledge is something that results from the combination of grasping and transforming experience. Individuals can learn experientially first through direct experience and then by reflecting on the occurred experience, or individuals can learn vicarious, through observing the action and outcomes of others.³

Concrete Experience Reflective Observation Abstract Conceptualization Active Experimentation
 Right brain thinking Left brain thinking Grasping Transforming Cooper

explains that one of the main differences between a traditional business management-education and entrepreneurship education is the use of different pedagogical approaches. An entrepreneurship education program should aim for students to learn skills suited for a small firm. Corbett proposes that entrepreneurship educators should educate students to understand what learning style that is their strength, so they can search for opportunities that best fit their style as a learner. He also proposes that in addition to teaching students to create business plans and develop ideas, courses on entrepreneurship should focus on the process and how ideas change over time. One way of doing this is to expose students to experiences with entrepreneurship that allow them to grasp and transform experiences in each of the four dimensions of Kolbs’s learning cycle.⁴

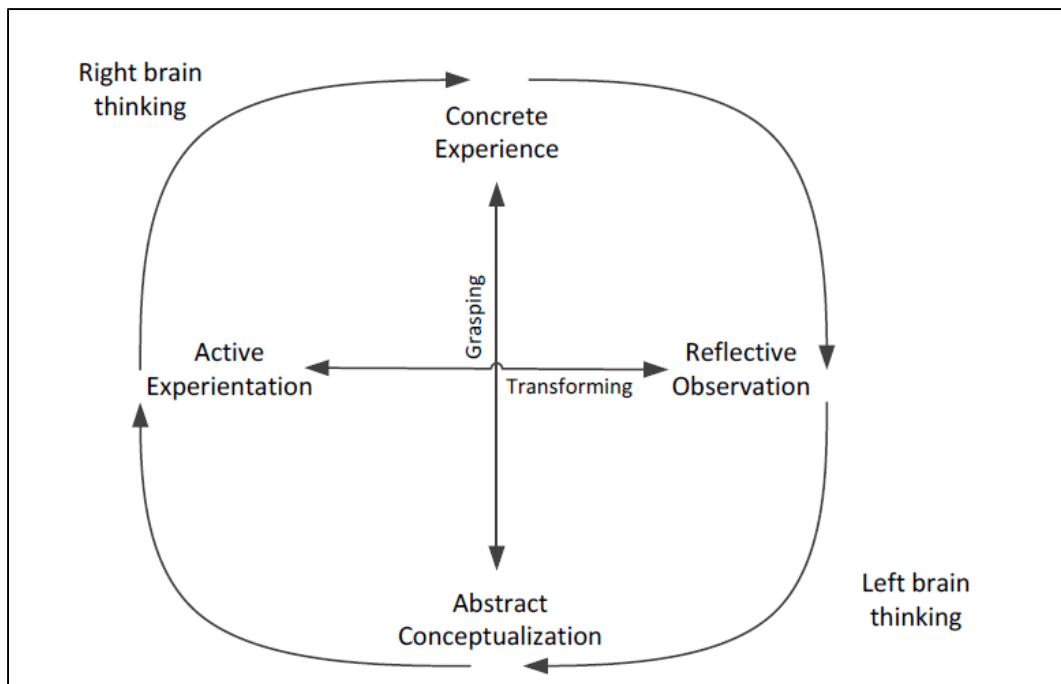
Figure11: A Four Stage Cycle of Learning, Based on Kolb (1984),

¹ Ibid, p. 41.

² Cooper, S., Bottomley, C. & Gordon, J. (2004). Stepping out of the classroom and up the ladder of learning: an experimental learning approach to entrepreneurship education. *Industry and Higher Learning*, 18(1), 11-22.

³Corbett, A. C. 2005. Experiential learning within the process of opportunity identification and exploitation. *Entrepreneurship Theory and Practice*, 29, 473-491.

⁴Corbett, A. C. :Op.cit.p.23



Source: Abstracted from Nieuwenhuizen et al. (2004) p.205

Ardichvili also believes experience plays an important part of successful entrepreneurship. He proposes that there is some specific type of knowledge positioning in a relationship between knowledge and opportunity recognition.

These are special interest knowledge and general industry knowledge, prior knowledge of markets, prior knowledge of customer problems, and prior knowledge of ways to serve markets. These types of knowledge are obtained through experience and it is not surprising that also Vesper found that experience is a main factor for why some individuals easily can recognise successful opportunities.¹

Section Two: Internships.

This section provides a literature review of internships as an educational practice within the college and university setting. And what's internships and the most important of all of that the Determinants of Internship Effectiveness

2.1. History of Internships

¹Ibid.p.89

Internships existed as apprenticeships for centuries. Today, student internships are defined in various ways and called by different names. “Internship” and “cooperative education” are the two most often used names in the United States to describe career field experiences.¹

Other terms that are used in the university setting include, experiential learning, field experience, experience-based learning, applied learning, practicum, and work-integrated learning.² Although it is referred to by different names, an intern is basically a person working in a provisional position who focuses on education rather than employment. Carr, Chenoweth, and Ruhl identified four types of internship experiences: independent, interdependent, embedded, and apprenticeship. To determine current internship requirements being conducted in educational leadership preparation programs across the nation, the University Council for Educational Administration (UCEA).

Contacted 48 educational leadership programs, with 43 of the programs serving as UCEA institutions. Based on the responses from 40 of these institutions, UCEA found a wide range of inconsistencies in the quality and quantity of internship requirements and activities. Based on the investigation conducted, three dominant internship designs emerged:³

1. Full-Time Job-Embedded Internships. This type of internship immerses “on the job” learning. Although this design is rare, its appeal is growing, especially if preparation programs want to establish strong linkages with school districts.
2. Detached Internships. During this type of internship, interns document the completion of required activities using portfolios and reflective journals.
3. Course-Embedded Field Experiences. Course-embedded experiences disaggregate the activities contained in detached internships, distributing them across courses throughout an entire preparation program. This model is not widely used due to state certification and licensure mandates requiring an internship.

Experience-based learning, similar to today’s internships, has been valued as an educational practice for years. In an article written for the International Journal of Asian Social

¹ Gault, J., Leach, E., & Duey, M. (2010). Effects of business internships on job marketability: The employers' perspective. *Education & Training*, 52(1), 76-88.

²Freudenberg, B., Brimble, M., & Cameron, C. (2010). Where there is a WIL there is a WAY. *Higher Education Research and Development* 29(5), 575-588.

³ Barnett, B. G., Copland, M. A., & Shoho, A. R. (2009). The use of internships in preparing school leaders. In M. D. Young, G. M. Crow, J. Murphy, & R. T. Ogawa (Eds.), *Handbook on the education of school leaders*. New York, NY: Routledge.

Sciences, Warinda stated that on the job training and learning began its origins around 600BC in Greek, Roman, Chinese and Vedic communities. During the Middle Ages, transferring the knowledge of doing and making was controlled by groups of craftsmen who worked together with others who shared the same trade. ¹Master craftsmen and tradesmen took in young learners and gave them basic jobs. Interns would learn a craft as an entry into skilled fields. Women established their participation as well in similar guilds. They demonstrated how internships can be a means of empowerment and independence for those less advantaged. ²

In the American colonial era, practices similar to today's internships were a basis for industrial education. For years in the skilled trades, apprenticeships matched protégé and teacher. Unfortunately, "*early American apprenticeships and internships focused on manual skills and could not meet the rising needs for technological knowledge and skills that were developing during the Industrial Revolution*".

As a result, there was a refocus on internships during the 20th century in which students paired classroom learning with workplace application in order to increase student learning and performance.³

Experience-based learning or experiential learning gained great recognition within higher education in the United States during the 1900s, expanding as an educational practice with the concept of cooperative education. Cooperative Education (co-op) developed at the University of Cincinnati in 1906 by Herman Schneider. Schneider recognized that most students need and/or want to work while attending college.

Through co-op, Schneider was able to find a way for students to meet their financial needs and provide meaningful experiences for them. ⁴Today, co-op is defined as "*an educational methodology in which periods of classroom instruction alternate with periods of paid discipline-related work*".⁵

¹Sides, C. H., & Mrvica, A. (2007). Internships: Theory and practice. Amityville, NY: Baywood Publishing.

²Ibid. p. 51

³Sides, C. H., & Mrvica, A. :Op.cit.

⁴Howard, A. (2004). Cooperative education and internships at the threshold of the twenty-first century. In P. L. Linn, A. Howard, & E. Miller (Eds.), *Handbook for research in cooperative education* (pp. 3-10). Mahwah, NJ: Lawrence Erlbaum Associates.

⁵Cates, C., & Cedercreutz, K. (2008). Getting started. In C. Cates & K. Cedercreutz (Eds.), *Leveraging cooperative education to guide curricular innovation: Developing a corporate feedback system for continuous improvement*, p. 20.

Cooperative Education expanded during the 1960s when funds for new co-op programs were provided by federal government. The 1965 enactment of Title VIII of the Higher Education Act authorized monies for co-ops. With these funds, colleges created new programs. This led to more programs: 1,012 by 1986 as opposed to the 60 programs in 1956. Not long after its peak in 1986, funding declined and by 1996, the funding ceased.

As a result of the decrease and later elimination of federal funding, colleges and universities throughout the United States were forced to cut close to 400 co-op programs. Even with the decrease in the number of co-op programs, students placed in cooperative education jobs have not decreased. Despite the absence of federal support, cooperative education is still attracting colleges and universities wanting to establish educational programs that better prepare students for their profession.¹

In the last two decades, internships are being viewed differently. The emphasis placed on preparing students for professional roles has caused a failure by employers to promote learning and employers are taking advantage of interns. The U.S. Department of Labor clarified the government's take on what defines an unpaid internship. In April 2010, the Department of Labor ("DOL") published a "Fact Sheet" on "Internship Programs Under the Fair Labor Standards Act." According to the U.S. Department of Labor (2010), the six Fair Labor Standards Act (FLSA) requirements directing whether an intern should be paid or unpaid are:²

1. The training, even though it includes actual operation of the facilities of the employer, is similar to that which would be given in a vocational school;
 2. The training is for the benefit of the trainee;
 3. The trainees do not displace regular employees, but work under close observation;
 4. The employer that provides the training derives no immediate advantage from the activities of the trainees and on occasion the employer's operations may actually be impeded;
 5. The trainees are not necessarily entitled to a job at the completion of the training period;
- and

¹Howard, A. :Op.cit.

²Westerberg, C., & Wickersham, C. (2011, April 24). Internships have value, whether or not students are paid. *Chronicle of Higher Education*, LVII (34), A23-A24.

6. The employer and the trainee understand that the trainees are not entitled to wages for the time spent in training.

If all six factors are present, then the employment relationship does not exist under the FLSA between the company and the student interns.¹ Conforming to the FLSA, the emphasis of the internship should be on presenting practical experiences and mentoring the intern, instead of a focus on the work that the intern produces. Thus, colleges are clarifying the distinction between academic internships and employment.

There is still much dispute about what is viewed as an internship in higher education. Internships are carried out differently among higher education programs for credit, not for credit, full-time, part-time, with faculty support or without, paid or unpaid.

Regardless of compensation and variability, the capstone of a good preparation program is a carefully designed and supervised internship in which aspiring leaders are placed in a position and asked to function in that role.

Experiential learning theorists like Dewey, Piaget, and Lewin have suggested that learning and growth happen mostly when learning is combined with experience.

Internships should provide students with the opportunity to apply the knowledge gained in the classroom to what they learn and experience in real world situations.²

Medical preparation programs can serve as a model for educational leadership programs in integrating experiences embedded clinical learning, and coursework. In some medical programs, medical students follow a cohort of patients from the day they enter medical education to the day they complete their training, even as they take coursework and work with simulated patients in the course of their preparation.

In the problem-based method developed at Harvard Medical School, for instance, case studies and simulations of problems in diagnosing patient conditions, or working with families are used to construct an integrated spiral curriculum. These same cases are revisited several times during a semester. This allows medical students, working in small groups guided by clinical and academic faculty, to approach real life issues of individual patients, in increasingly more knowledgeable and sophisticated ways as their course work adds to their knowledge base. A

¹ U.S. Department of Labor. (2010). Fact sheet #71: Internships programs under the fair98labor standards act. Washington, DC: Author.

²O'Neill, N. (2010). Internships as a high-impact practice: Some reflections on quality. Peer Review: Emerging Trends and Key Debates in Undergraduate Education, 12, 4-8.

similar approach can be emulated by educational leadership internships because educational leadership candidates need that same intense level of review, guidance, and support. ¹

2.2. Internships

Several researchers, including Cordeiro& Sloan and Daresh, have noted the lack of research on field-based experiences, along with internships. Daresh, stated:

It is somewhat surprising to note that while there are numerous recommendations suggesting the need to improve the quality and frequency of field-based administrator preparation activities, the literature concerning this aspect of educational administration programs is presently not well developed. Cordeiro& Sloan stated:

Despite the steady increase in the number of internship programs in educational administration, there is little empirical evidence with which to determine how internships impact both, the novice or intern's learning as well as the mentor administrator or expert.

Capasso&Daresh defined an administrative internship as a temporary placement that provides practice in the skills of leading, administering, or managing in an educational setting. According to Capasso & Daresh, the internship has been noted as an important component in the preparation of school leaders as well as an essential component of educational leadership programs. ²

Studies have confirmed the value of internships as a means for developing educational leaders. According to Cordeiro & Sloan, internships provide an authentic experience for the intern to “*transfer theory into practice in a real setting*”.

In another study by Kraus & Cordeiro, administrators expressed that the internship provided “*authenticity of the job*” and connected theory and practice, provided access to a networking system, and built confidence.³

Cordeiro& Sloan also described the confidence-building part of the internship as: “*Being pushed to work independently, the intern's awareness increased and it allowed the intern to*

¹ National Council for Accreditation of Teacher Education. (2010). Transforming teacher education through clinical practice: A national strategy to prepare effective teachers.

²Capasso, R. L., &Daresh, J. C. (2001). The school administrator internship handbook: Leading, mentoring and participating in the internship program. Thousand Oaks, CA: Corwin Press.

³ Kraus, C. M., &Cordeiro, P. A. (1995). Challenging tradition: Re-examining the preparation of educational leaders for the workplace. Paper presented at the annual meeting of the University Council for Educational Administration, Salt Lake City, UT.

develop a sense of accountability for his or her actions"¹. Researchers also found that internships help candidates gain important skills, including problem solving strategies and working with other adults. The review of the literature on internships revealed elements of an effective educational leadership internship program.

The following section is a discussing of different elements of an effective internship.

2.3. Determinants of Internship Effectiveness

The competency and motivation of all parties involved are indispensable for a successful internship programs. Eight predictors of internship effectiveness are suggested in the literature, including three individual factors: ²

(1) academic preparedness,(2) positive attitude,(3) self-initiative and four organizational factors: (4) challenge job,(5) autonomy, (6) effectiveness of supervision (7)task role clarity (8) compensation

1) Academic preparedness. Some previous researches show that academic preparedness is one of the determinants of internship effectiveness. Students are warned that they should not attempt internships “prematurely” and interns should possess a general understanding of the professional field and key concepts .

In addition, the academic preparation also provides the interns with more opportunities during the internship. Many internship programme require students to be well prepared in terms of completion of a certain level of course work and attainment of a minimum GPA, and research results have also shown that students with higher GPAs were more likely to do an internship than were those with lower GPAs.³

2) Positive attitude

Interns with a positive attitude towards the internships are more likely to achieve internship effectiveness. When they start the internship, students are expected to demonstrate the attitudes similar to new, full-time staff. In addition, the internship will be more beneficial if they regard it as a potential learning opportunity and occupational experience. Evidence also shows that interns whose expectations towards internship are positive and realistic tend to find

¹Cordeiro, P. A., & Sloan, E. S. :Op.cit p.213

²Coco, M. (2000). Internships: A try before you buy arrangement, S.A.M. Advanced Management Journal, 65(2), 41- 47.

³Clark, S. C. 2003. Enhancing the educational value of business internships. Journal of Management Education, 27, 472 -483.

the internship experience as satisfactory, thus leading to a positive internship experience. One literature also explored the relationship between interns' interview experience during the selection process and the perception of the overall internship experience. To some extent, positive impression of internship from the interview is related to positive perceptions of the related vocational field.

3) Self-initiative

Literature indicates Interns' self-initiative plays an important part in internship success. They are responsible to themselves to take full advantage of the internship by asking questions, making suggestions, enhancing interpersonal relationships with other employees, accepting and learning from constructive feedback, and demonstrating interests in the organization they are serving. Basow and Byrne also encourage students to volunteer for assignments and to make their wants and needs known. It is also found by Beard that both supervisors and the interns share the assumption that interns should show initiative by aggressively "*finding things to do*". Meanwhile, supervisors generally respond positively to students' demonstrated needs.

4) Challenge job

Literature shows that characteristics of the work itself, such as challenge job, autonomy and task variety, exert significant influence on employees' job satisfaction and performance. ¹Survey shows that interns expected challenging work where they could have opportunities to learn and to contribute to the organization. Furthermore, interns who are assigned interesting and challenging job are found to be more satisfied with the internship experience. In fact, challenge job requires interns to develop new skills and give them the opportunity to work with at least some level of independence. It is also an opportunity for them to apply theoretical concepts to the workplace. As a result, some studies already suggest "substantive, creative, and challenging work" should be offer to interns during the programme. ²

5) Effectiveness of supervision

The strategic role of supervisors may determine the internship experience is positive or not. One research shows that interns' perception of supervision effectiveness is significantly correlated with job placement success and overall job performance. Effective supervision

¹Taylor, M. S. 1988. Effects of college internships on individual participants. *Journal of Applied Psychology*, 73, 393.

²Coco, M. :Op.cit.p.265

during internship, with characteristics such as *“being supportive, demonstrates high work standard and competence, provide frequent feedback and develops individual through coaching”*, provides more opportunities for individuals to explore career interests and resolve conflicts.¹ Another study suggests that supervisor support can represent a commitment to the employee by the organization. A supervisor can help to build the employee's commitment to by showing interest and communicating the organization's valuing of him or her.

6) Task Clarity

According to Sawyer, role theory has distinguished between task outputs (e.g. task goals and standards) and activities (e.g. how work is accomplished). Specifically, task output clarity consists of the task goals and standards expected of the intern. Some studies found that clarity of tasks can improve internship effectiveness while the periodic lack of work or poor planning of work assignments caused frustration among interns. In addition, unclear roles contribute to stress and poor performance of employees. Other literatures make recommendations such as explaining rationale behind work assignments to the interns, developing a job description, providing a reasonable time frame for accomplishing tasks and establishing a clear understanding of what is to be accomplished.²

7) Compensation

Literatures indicate that compensated interns have more successful internships. Compensation is strongly recommended to make the experience realistic, and to keep interest level and productivity high. Offering compensation is a sign of support to interns. Although compensation for an intern's work can be a certain unit of academic credit, but the best way to pay is still monetary reward, and survey shows the interns receiving payment evaluated their internships high. According to Hamilton, even if it is a minimum wage, compensation acts as a reminder that students are in the "real world" where they are supposed to think and feel like

¹ Taylor, M. S. :Op.cit.p.321

² Tackett, J., Wolf, F., & Law, D. (2001). Accounting interns and their employers: Conflicting perceptions. Ohio CPA Journal, 60, 54-56.

“employees/professionals”. Furthermore, by paying the interns, the sponsoring organization can demonstrate its commitment in making the internship meaningful. ¹

2.4. Internship Effectiveness

Several constructs are used in an extensive body of research to evaluate internship effectiveness, including development of career skills, career focus (e.g. greater focus on a career goal), career-related benefits (e.g. obtaining mentors), practical outcomes (e.g. personal references), crystallization of vocational self-concept and work values, reality shock level, employment opportunities, early career success and satisfaction after internship. Based on their similarity and relative importance to the nature of this study, two major aspects are emphasized here: a) Career skills and b) Career focus. ²

a) Career skills

Four categories of preparation skills are found to be of great significance among hiring criteria, they include:

- 1) Academic skills: analytical skills, computer applications, creative thinking, information search, and problem solving.³
- 2) Communication skills: oral communication, written communication, proposal writing.
- 3) Interpersonal skills: leadership/teamwork and relationship building .⁴
- 4) Job acquisition skills: resumes writing, job interviewing, and job networking. They share a basis in written and oral communication and relationship building but focus specifically on the attainment of employment and other aspects of career advancement.⁵

b) Career focus

Career focus includes the recognition of the personal valued, work-related outcomes and the vocational abilities and interests needed to attain satisfaction from the work. Interns benefit from developing career aspirations and self-concept.

¹ Taylor, M. S. :Op.cit.

² Gault, J., & Redington, J. (2000). Undergraduate business internships and career success: Are they related? *Journal of Marketing Education*, 22(1), 45-53.

³ Floyd, C. J., & Gordon, M. E. (1998). What skills are most important? A comparison of employer, student, and staff perceptions. *Journal of Marketing Education*, 20, 103-9.

⁴ Kelley, C. A., & Gaedeke, R. M. (1990). Student and employer evaluation of hiring criteria for entry level marketing positions. *Journal of Marketing Education*, 12, 64-71.

⁵ Gault, J., & Redington, J. (2000) :Op.cit.

Some studies argue that students with internship experience reported a greater sense of responsibility and career development. It is also suggested in the literature that career focus is associated with positive belief about intern's career choice and future job satisfaction. In addition, interns who enjoy a successful internship experience feel positive changes in personal and social efficacy and career self-efficacy.¹

2.5. Elements for Successful Educational Leadership Internship Programs

It is universally agreed that the purpose of any internship is to bridge the gap between classroom learning and its application in the real world. In designing effective internships, a number of areas including the role of the internship in the overall educational program, site placement, and activity selection must be taken into account in order to ensure the best possible experience for the candidate.

An important element in developing the program is to ensure that the candidate has plenty of opportunity to develop a comprehensive understanding and working knowledge of the routines and daily tasks associated with the position.

A successful program is dependent upon the competency and motivation of all parties: the student, the university and the placement site. Although internship programs and experiences vary, a review of the research has shown that the internship is one of the most valuable factors in preparing school leaders and developing leadership skills in candidates. Since internships differ from program to program, it is essential to review the literature for elements of effective internships.²

2.5.1. Reflective practice.

Reflection as an educational improvement strategy has come to involve an array of uses and meanings, based in a belief that critical examination of one's daily work is important to drive future action. Reflective practice, or critical reflection, is a process that involves practitioners to be engaged in self-discovery and improvement. Ostermann and Kottkamp defined critical reflection as a "*means by which practitioners can develop a greater level of self-awareness*

¹Hursch, B., & Borzak, L. (1979). Toward cognitive development through field studies. *Journal of Higher Education*, 50(1), 63-77.

² Berry, J. (2007). A study of leadership preparation through the Internship, Georgia State University. Paper presented at the meeting of the University Council for Educational Administration, Washington, D.C., 1-150.

*about the nature and impact of their performance, an awareness that creates opportunities for professional growth and development”.*¹

The process of reflection is challenging and demanding, but transformation requires critical reflection and is the initial step in recognizing what needs to be changed. Self-reflection and recognition, as stated by Wagner, is the hardest and most powerful step in accepting one’s responsibilities as a leader.²

Despite the fact that internships provide opportunities for students to apply knowledge gained in the classroom with what they will be doing in the workplace, often times students are not able to make these connections without thinking on the experiences of the internship. Kolb asserted that internship reflection “*enhances a learner’s experience through a linkage of education, work, and personal development*”.³

Giving candidates an opportunity to reflect is essential to any leadership preparation program, however, critical reflection should not just involve the recording of daily actions or events, but it needs to include an analysis of how events are related to theory and how these events can be seen from different perspectives. According to Short, critical reflection may include reflective journals, group reflections, simulations, and dialogues. In reflecting, the candidate makes connections in order to form new meaning. Although the internship experience is valuable, it is not enough. Osterman and Kottkam stated, “*While experience is the basis for learning, learning cannot take place without reflection. Conversely, while reflection is essential to the process, reflection must be integrally linked with action*”⁴.

Through experience and reflection, candidates can reflect on their thinking and learning along with developing their leadership skills.

2.5.2. Mentoring.

One of the key practices for facilitating learning for the educational profession students is mentoring. Research resoundingly venerates the significance of mentoring in any preparation

¹Woerkom, M. (2003). Critical reflection at work: Bridging individual and organizational Learning (Unpublished doctoral dissertation). University of Twente, Enschede, The Netherlands.

²Wagner, C 2006, 'Breaking the knowledge acquisition bottleneck through conversational knowledge management', *Information Resources Management Journal*, vol. 19, no. 1, pp. 70-83.

³Kolb, D. :Op.cit.

⁴ Osterman, K. F., & Kottkamp, R. B. (1993). Reflective practice for educator: Improving schooling through professional development. Newbury Park, CA: Corwin Press.

program. The concept of mentoring has existed for thousands of years. The origins of the word “mentor” can be traced back to ancient Greece and the epic tale of Odysseus. ¹

In the *Odyssey*, Ulysses’ entrusts his son Telemachus to a wise friend name Mentor. While Ulysses is gone for twenty years, Mentor becomes the prince’s guardian, counselor, and guide. Mentor aids the prince in understanding the problems that lie before him. The word “mentor” also relates to the Latin word “mens,” pertaining to or occurring in the mind.

Going beyond definitions of the word mentor, research indicates that the definition of mentor needs to include: nurturing; role modeling; functioning, as a teacher, sponsor, encourager, counselor and friend; focusing on the professional development of the mentee; and sustaining a caring relationship over time. ²

History offers many examples of helpful mentoring relationships: Socrates and Plato, Hayden and Beethoven, Freud and Jung. Derived from myth, the term “mentor” is a topic of discussion in today’s leadership development. Mentorship is a personal development relationship in which a more experienced or more knowledgeable person helps to guide a less experienced or less knowledgeable person. Mentoring is an ongoing relationship of communication and learning. The purpose of mentoring is to pass down knowledge acquired to help the protégé develop in their professional career. Effective mentors have good listening and communication skills. They are administrators with knowledge and experience in their field and they want to help others develop and succeed. According to Daresh, a mentor is a teacher, a guide, a counselor, a positive role model, and a wise and experienced supervisor. ³

Internships can provide meaningful learning experiences for future leaders, if the skill of the supervising mentor is essential. Mentors can engage and inspire aspiring leaders to become great leaders.

Mentoring is significant but its effectiveness resides in the commitment of those responsible for the mentoring. Malone examined the relationship between mentors and protégés and discovered that mentors lacked in effectiveness because they did not have the time to work with their mentee. When time was available, several mentors lacked the necessary skills of a

¹ Murray, M. (2001). *Beyond the myths and magic of mentoring: How to facilitate an effective mentoring process*. San Francisco, CA: Jossey-Bass.

²Gopee, N. (2011). *Mentoring and supervision in healthcare*. London, England: Sage.

³Daresh, J. C. (2004). Mentoring school leaders: Professional promise or predictable problems? *Educational Administration Quarterly*, 40, 495–517.

capable mentor. Malone found that at times, mentoring was detrimental to the development of the mentees especially when the mentees overly relied on the mentors for solutions.¹

Researchers have suggested that mentoring is more beneficial if there is more adequate training for mentors. Fry et al., supported this recommendation by saying,

Training should focus on:²

- (1) the competencies the intern is expected to demonstrate;
- (2) what “ideal performance” looks like;
- (3) How to observe and evaluate performance;
- (4) How to provide effective feedback;
- (5) Opportunities to practice, as needed, to develop proficiency.

The authors went on to summarize, “*The quality of the internship depends upon much more than selecting a mentor who is recognized...Mentors must also be skilled in designing and coaching the learning of novices*”³.

In addition, mentors need to provide constructive feedback and they must assist interns in evaluating their work. Effective mentoring is developed through collaboration where mentors serve as role models and aides in increasing knowledge and skills within new leaders.

2.5.3. Student Participation.

Evans, Forney, & Guido-DiBrito stated that circumstances that are found, or not found, in a university environment can directly impact students’ growth and development. Alexander Astin proposed in his student involvement theory. Astin’s I-E-O model for studying students’ collegiate experience and student development has been based on the premise that educational evaluations are not complete unless they include information on student inputs (I), meaning the characteristics of the student, the educational environment (E), referring to programs, policies, faculty, peers, and educational experiences the student is exposed to, and student

¹ Malone, R. J. (2001). Principal mentoring: An update. ERIC Document Retrieval Service. (ED 457535)

²Fry, B., Bottoms, G., & O’Neill, K. (2005). The principal internship: How can we get it right? Atlanta, GA: Southern Regional Education Board.

³ Daresh, J. C. (2004). Mentoring school leaders: Professional promise or predictable problems? Educational Administration Quarterly, 40, 495–517

outcomes (O), referring to the student's characteristics after being exposed to the environment. Astin's Involvement theory has suggested five ideas :¹

1. Involvement refers to the investment of physical and psychological energy in various objects. These "objects" may be highly generalized or specific such as an internship experience.
2. Involvement is continuous, and the amount of energy invested varies from student to student.
3. Involvement has both quantitative and qualitative features. The extent of a student's involvement with an internship can be measured quantitatively, such as the amount of hours spent at a site, and qualitatively, as in the student actively applying their knowledge or just going through the internship duties with minimal effort.

The amount of student learning and personal development associated with any educational program is directly proportional to the quantity and quality of student involvement with the program.

The effectiveness of any educational practice is directly related to the capacity of that practice to increase student involvement.

The theory of student involvement suggests that a specific curriculum or program must prompt a sufficient level of student effort and investment of energy to bring about the desired learning and intended development. ²Unfortunately, many leadership preparation programs do not provide candidates with these engaging experiences that are needed for the development of leadership ability.

In 2005, the Southern Region Educational Board conducted a survey of 61 schools of education. Based on the survey, evidence was found that the experiences presented were not practical enough to build leadership capacity. The research suggests that when preparation programs provide interns with higher levels of involvement, participants learn more. Further, administrative internships are more effective in developing leadership skills when the experiences that the interns take part in require a higher level of engagement and challenge. ³

2.5.4. High-Impact Educational Practices.

¹Astin, A. W. (1993). What matters in college? Four critical years revisited (Vol. 1). San Francisco: Jossey-Bass.

²Astin, A.W. (1984). Student involvement: A developmental theory for higher education. *Journal of College Student Personnel*, 25(4), 297-308.

³ Fry, B., Bottoms, G., & O'Neill, K. :Op.cit.

High-impact learning happens when candidates are actively engaged in the educational process and their learning goes beyond the classroom and is applied in their work lives. In a high-impact learning experience, candidates actively pose and solve problems, work collaboratively in a community of peers, experience real-world applications of knowledge, and reflect on their learning processes. According to the Association of American Colleges and Universities, a number of educational experiences are conducive to high-impact learning, including internships. Internships as a high-impact educational practice are ideally characterized by Kuh's six common elements that—when employed—make the practices high-impact:¹

1. They are effortful. High-impact practices demand that students devote considerable time and effort to purposeful tasks and require daily decisions that deepen students' investment in the internship learning experience as well as their commitment to their academic program.
2. They help students build substantive relationships. High-impact practices demand that students interact with faculty and peers about substantive matters over extended periods of time. Internships as a high-impact educational practice will help students to develop a meaningful relationship with another person – a faculty or staff member, student, coworker, or supervisor – and put students in the company of mentors and advisers who are committed to seeing students succeed.
3. They help students engage across differences. High-impact practices such as internships should help students experience diversity through contact with people who are different from themselves and challenge students to develop new ways of thinking.
4. They provide students with rich feedback. High-impact practices offer students frequent feedback about their performance. Internships as a high-impact practice should include having one's performance evaluated by the internship supervisor and make opportunities for immediate formal and informal feedback. Feedback is almost continuous.
5. They help students apply and test what they are learning in new situations. High-impact practices provide opportunities for students to see how what they are learning works in different settings. Internships as a high-impact educational practice should aid students in integrating, synthesizing, and applying knowledge that is essential to deep, meaningful learning experiences.

¹Kuh, G. D. (2008). High-impact educational practices: What they are, who has access to them, and why they matter. Washington, DC: Association of American Colleges and Universities.

6. They provide opportunities for students to reflect on the person they are becoming. High-impact educational practices deepen learning and bring about one's values and beliefs into awareness. Internships as a high-impact practice should help students develop the ability to take the measure of events and actions and put them in perspective. As a result, students better understand themselves in relation to others and the larger world. In turn they acquire the intellectual tools and ethical grounding to act with confidence for the betterment of the human condition.

Based on these six elements, an internship is more likely to be "high-impact" for candidates when it is an intentionally structured activity that leads to specific learning outcomes; when candidates apply what they have learned in coursework to work experiences, reflect on these experiences, and receive feedback that helps them improve; when candidates build mentoring relationships with supervisors, faculty, and peers; "*when candidates are exposed to differences across people in ways of thinking; and when candidates are asked to use their experiences to clarify their values, interests, and personal goals related to their career*".¹

Further, internships, as a form of experiential learning and a high-impact educational practice, are to provide candidates with direct experience in a work setting related to their career interests and to give them supervision and coaching from professionals in the field. Although internships serve many purposes, the needs and goals of the candidate must be fulfilled for such programs to endure.²

2.6. Internship benefits

By undertaking internships students get hands-on experience, insight and knowledge they would not get solely from classroom teaching. D'abate explains that the challenge for business schools is to develop good academic programs that fully exploits the power experiential-learning experiences may have for students. Appropriately designed internships put students in learning situations where they are encouraged to apply theory to practice, and as a result enhances management and decision-making skills.³

Other pragmatic benefits of internships are that they make the transition from the classroom to the 'working-life' easier, crystalizes personal interests and career ambitions, and increases

¹ O'Neill, N. (2010). Internships as a high-impact practice: Some reflections on quality. *Peer Review*, 12(4), 4-8.

² Hurst, J. L., & Good, L. K. (2010). A 20-year evolution of internships: Implications for retail interns, employers and educators. *The International Review of Retail, Distribution and Consumer Research*, 20(1), 175-186.

³Clark, S. C. :Op.cit.

self-esteem. Coco even portrays internships as a symbol of maturity and competence. He explain that internships helps foster an awareness among students of the constant need for adaptability and creativity in our rapidly changing world. ¹Internships also provide students with an understanding of the similarities and differences of how classroom concepts relate to practical application. Students reap the practical benefits of enhancing their professional skills and simultaneously increase employability and the benefits of becoming reflective practitioners' and attaining greater intellectual maturity.

In addition, Coco points out that on average, interns receive higher starting salaries and more job offers than non-interns. Internships may also be essential for students seeking desirable jobs, as it has been estimated that almost 80% of all American graduating college seniors have at least one internship experience. ²

Obviously, internships are not only beneficial for the students, but also for the company and the faculty. Identifying what makes the practical experience valuable for the individual student, the supervisor or the faculty member is important to understand how to design good internships.

As learning is a two-way process in work placements, the participating company gets the opportunity to screen and recruit potential hires almost risk free and is an opportunity for employers to get inexpensive, highly motivated, productive, competent labour. In addition, they may release full-time employees from routine tasks.

2.7. Student, company and facilitator responsibilities

There are measures both the student and the company can take to increase the chances of a successful internship. The literature emphasises the following five measures -management of expectations, mentoring, and emotional expression, type of work and feedback, and academic assignments.

2.7.1. Management of expectations

Students' expectations of the job before they start working can influence their later evaluation of the internships. Students should therefore get realistic job expectations through their own

¹Coco, M. :Op.cit.

²Zawel, M. 2005. To get a job, get an internship. But first, take a number. *New York Times B*, 7.

research and by the company to avoid being disappointed. These efforts may result in better decisions about whether to pursue a given internship. ¹

2.7.2. Mentoring

Mentoring has been identified as a critical element to internship effectiveness. Supportive supervisors who act as mentors strongly influence internship satisfaction and hence whenever possible, interns should be assigned to supervisors with strong mentoring capabilities. Moreover, Narayanan, recommend to combine some type of formalised mentoring program with internship programs. ²

Tovey formal orientation programs may help students reap important benefits of experiential learning such as socialisation and acculturation into an organisation

Liu did also find that mentoring and learning were important factors for the success of internship programs. However, they were surprised to find that mentoring did not have a significant correlation to job satisfaction. Their results showed that learning was a much more important factor. This could be because interns do not expect their relationship with the mentor to last, as their employment is only temporarily. ³

On the contrary, Feldman examined the demographic diversity between mentors and interns on international internships, using a sample of 138 interns on six-month overseas assignments, they found that mentoring on overseas internships has consistently positive impact on the socialisation of interns.

It also affected the amount of learning gained through internships, and on the likelihood of interns receiving and accepting permanent offers from their hosting companies. However, they point out that the more demographically different interns are from their mentor in terms of gender and nationality, the less likely they are to receive task, social, and career-related support.

¹ Feldman, D. C. & Weitz, B. A. :Op.cit.

² Narayanan, V. K., Olk, P. M. & Fukami, C. V. 2010. Determinants of Internship Effectiveness: An exploratory Model. *Academy of Management Learning and Education*, 9, 61 - 80.

³ Liu, Y., Xu, J. & Weitz, B. A. 2011. The Role of Emotional Expression and Mentoring in Internship Learning. *Academy of Management Learning & Education*, 10, 94 - 110.

Although mentoring has been identified as a critical element to internship effectiveness by several researchers, Tovey claims that even companies with such program in place, seldom offers them to interns. ¹

2.7.3. Emotional expression

Liu argues that students play an active role in shaping their own internship experiences. They found that students' emotional expression and social activities at work were significantly related to the learning they obtained and mentoring they received in their internships. Skills in interpersonal interaction are strongly related to the degree of mentoring received and the actual learning outcomes.

When masking emotions, the chance of learning from co-workers and to be effectively mentored decreases. By expressing emotions and not mask their feelings, students may experience greater learning and an increase in job satisfaction. Further, social activities at work where the interns were included were positively related to mentoring from supervisors. It seems more beneficial for interns to be emotionally open and honest, proactive in social activities, and not to hide their real feelings. Thus, the companies can contribute to create good internships by nurturing an organisational climate that encourages these positive behavioral patterns of interns.

2.7.4. Type of work and feedback

D'abateet found that students are likely to be more satisfied with their internship if their work significantly affects other people and the organization as a whole. They suggest that companies give the intern responsibilities and tasks that are of importance to other employees and are part of the organisation's core operations. Interns should also interact with many employees throughout the organization. D'abateet also found that feedback was another job characteristic that also influence internship satisfaction. Thus, internships should be designed with both formal and informal feedback mechanisms, which occur frequently. ²

In accordance to the above, it is important that organisations are aware of the factors leading to internship satisfaction so that they can incorporate them into their internship programs. The company should try to ensure that the work environment is rewarding, have supportive

¹Tovey, J. 2001. Building connections between industry and university: Implementing an internship program at a regional university. *Technical Communication Quarterly*, 10, 225-239.

²D'abate, C. P., Youndt, M. A. & Wenzel, K. E.

supervisors or mentors, provide training as needed, explain the rationale behind work assignment and treat interns as part of the organizational staff.

2.7.5. Academic assignments

Supplementary academic assignment can also enhance the educational value gained from an internship. Clark explains that the most important students gain is to learn from experience and to learn to integrate theory and practice, classroom learning and professional experience. To do this most efficiently she argues that academic assignments should be given to students while they are undertaking the work placement.

There are many different assignments that can supplement internships. Some of the tasks mentioned by Clark is writing a reflection report, keeping a daily journal and holding presentations in front of other students about the internship. By engaging in similar academic activities, Clark explains that students learn to understand themselves, their job, their colleagues, and their working environment and this helps build better professional skills and increase success in their internship.¹

2.7.6. Internships in Higher Education

In postsecondary institutions, the field of experiential education (often used synonymously with experiential learning) includes practices such as internships, cooperative education, field studies, clinical practica, job shadowing, work-based learning, game-based learning, community-based research, project-based learning, study abroad and service-learning. The process of learning through experience or learning by doing is not a new concept in college classrooms.

Since the early 1900s, American higher education has provided internships or other forms of practical learning opportunities for college students to apply classroom learning of academic theories and practical skills to real-world settings. The book, *Experience and Education* by John Dewey published in 1938 on educational philosophy of pragmatism, enumerates the most significant ideals of experiential education.²

¹Clark, S. C. :Op.cit.p.72

²Radigan, J. (2009). The role of internships in higher education. Retrieved from <http://www.asee.org>

Experiential learning is a critical process in postsecondary education that focuses on direct learning through experience as well as reflection on learning. Felicia defines it as "learning through reflection on doing".¹

Kolb referenced that the idea of experiential learning draws on the intellectual contributions of several notable 20th century scholars in various fields of psychology such as John Dewey, Kurt Lewin, Jean Piaget, William James, Carl Jung, Paulo Freire, Carl Rogers, Abraham Maslow and many more who gave "experience" a central role in their theories of human learning and development. Based on the work of John Dewey, Kurt Lewin, and Jean Piaget, Kolb further developed the experiential learning theory and defined it as "*the process whereby knowledge is created through the transformation of experience*".²

Knowledge results from the contribution of grasping and transforming experience". According to Kolb, in order to continually acquire knowledge from personal and environmental experiences, the following four student learning outcomes are necessary:

- (a) willingness to be actively involved in the experience;
- (b) ability to reflect on the experience;
- (c) ability to possess and use analytical skills to conceptualize the experience;
- (d) ability to possess decision-making and problem-solving skills in order to use the new ideas gained from the experience.

2.8. Internship Goals, Structures, and Processes

Giles and Ryan advocate the following goals, structures and processes of internship programs as a best practice in undergraduate education.

2.8.1. Goals of Internship

The ultimate goal of all internships is to provide students with the opportunity to apply learning and gain hands-on experience. Educational internships are usually credit earning and are academically linked to the curriculum with specific learning outcomes beyond career exploration or basic theory-based learning.

¹Felicia, P. (Ed.). (2011). Handbook of research on improving learning and motivation through educational games: Multidisciplinary approaches. Hershey, PA: IGI Global. doi:10.4018/978-1-60960-495-0

²Kolb, D. :Op.cit.p160

Curriculum related internships typically share common objectives in-classroom which include enhancement of intellectual and practical skills such as reading, writing, critical thinking, and problem solving. Nonacademic internships are often noncredit bearing and are limited to the scope of work experience and related learning outcomes. Internships can be part-time or fulltime which can impact students' real-world learning significantly.¹ In Giles and Ryan, according to Ryan, who was the executive director of the Institute for Experiential Learning, in Washington, DC, there were many goals related to specific internship programs or courses. The most common goals of internship that benefited students included the following:²

- Engaging the intern in the discipline or major;
- Causing interaction with a variety of individuals, systems, and organizations
- Improving self confidence;
- Using a variety of learning styles and frequently challenging participants to use new ways of learning and thinking;
- Improving skills in research, communication in groups, interpersonal communication, and observation;
- Improving critical thinking and problem-solving skills;
- Personalizing learning, giving it relevance and meaning;
- Putting learning into context to improve understanding and retention of concepts;
- Providing networking and mentoring opportunities;
- Conditioning the participant to adapt to change;
- Frequently challenging attitudes and beliefs, which often change;
- Helping a participant grow emotionally and learn from failure and success;
- Helping an intern become a more motivated life-long learner. Setting internship program goals can help the institution determine which structures will benefit students the most during different phases of their education.

2.8.2. Structures of Internship

¹ Giles, D. E., & Ryan, M. :Op.cit.p.125

²Ibid.p.241

For successful internship programs, it is important for all institutions to have sound administrative, instructional and educational support structures within and among institutions of higher learning. Even though the scope of these structures may vary from campus to campus and program to program, there are similar experiential learning components such as:

- (a) participating in internship related activities;
- (b) writing action plans for such learning;
- (c) engaging in reflection of the experience;
- (d) writing and presenting a culminating paper or project assignment;
- (e) participating in performance evaluation;
- (f) creating a showcase of the capstone learning portfolio.

These components support Dewey's theory that define educational experience as an intentionally structured curricular and co-curricular institutional process that include all learning activities from field experience to reflective practice.

2. 3.3. Processes of Internship

There are several existing internship process models that higher education practitioners can ascribe to help interns overcome challenges in learning and achieve competence. Suelzle and Borzak for example, have designed a four-stage internship process of: (a) entry, (b) initiation, (c) competence, and (d) completion.

This process allows interns to view the semester-long cycle and become familiar with what they should learn and how they must perform at each step of the process. Another five stage internship process established by Sweitzer and King include: ¹ (a) anticipation, (b) disillusionment, (c) confrontation, (d) competence, and (e) culmination.

This process can guide interns to predict and recognize the issues that are associated with internships. Regardless of which internship process model the institution uses, it is critical for student interns to be mindful of the application of knowledge, gains in the mastery of learning and the level of competence they should be achieving. In summary, educational research

¹Sweitzer, H. F., & King, M. A. (1999). *The successful internship: Transformation and empowerment*. New York: Brooks/Cole.

supports the need for goals, structures and processes so that curricular and co-curricular learning and assessment takes place as a holistic learning process.

However, because of a lack of common standardized practices in internship programming among higher education institutions, there are no defined standards that exist for qualifying, comparing and assessing various types of internships that students pursue in support of their chosen academic career.

2.8.4. Linking Academic Performance and Career Development

In recent years, internships in postsecondary education have gained massive popularity. Faculty recognizes the significance of internships as a part of academic preparation necessary for students to enter careers beyond graduation. Students are also realizing that participation in experiential learning such as internships and co-op education provides best opportunities to build an invaluable network of contacts which can ultimately result in successful career placement.

College students with internship experience are also likely to find employment in their field faster after graduation compared to those without any or very little career related experience.¹Employers are looking for workers with a college degree and abilities that are demonstrated through application of their academic knowledge, intellectual skills and practical work experience. Employment industries look toward postsecondary institutions to fulfill their future workforce needs and are demanding for individuals who are critical thinkers, problem-solvers and responsible team players actively engaged in the learning process. ²Employers through practical experience such as internships are invested in the outcomes of higher education especially preparing the future labor force that can meet the demands of business community.

Curricular-based internship opportunities provide students to attest their career interests, and solidify their career goals while gaining transferable skills sought by employers as well as help students gain employment after graduation. Participation in curricular-based internship

¹Radigan, J. :Op.cit.

²Karakaya, F., &Karakaya, F. (1996). Employer expectations from a business education. *Journal of Marketing for Higher Education*, 7(1), 9-16.

can help students' academic performance as long as the hands-on work is closely related to their career aspiration. ¹

Reardon et al. further posits that employers consider internship experience to be very important when recruiting graduates for entry-level employment. In fact, many businesses actually use participation in internships as a means to train and develop potential full-time employees.

Such experience certainly strengthens graduate resume and prospects for future job. Furthermore, several studies have indicated that work-based experiential learning opportunities such as internships and cooperative education are important and effective elements that enable college students to apply hands-on academic knowledge, competencies and practical skills to the real work environment. ²

In a 2001 survey by the National Association of Colleges and Employers (NACE), employers reported offering jobs to 57% of their intern class. By 2008, that number had reached 70%. According to NACE, there are as many as 300,000 students participating in some form of pre-job apprenticeship in the U.S. each year, a number that has increased 10% over the past five years. In recent years, internships have become the norm in American higher education because colleges, students and employers are all increasingly connecting the intricacies of credentialing, job training and career interest that impact success in post graduation employment. ³

Thus, college internships have evolved from a union of two distinct entities, the institutions of higher learning and business organizations, with very different missions. They both offer value to students, from the organization students benefit workplace experience and connections, while from colleges they earn credits toward degree.

According to Rosario, Flemister, Gampert, and Grindley, in order to launch an effective internship program, academic leaders must work in collaboration with the community and include everyone affected in the process of decision-making. In 2010, the National Association of Colleges and Employers (NACE) conducted survey of employers and

¹ Reardon, R., Lenz, J., & Folsom, B. (1998). Employer ratings of student participation in non-classroom-based activities: Findings from a campus survey. *Journal of Career Planning & Employment*, 58(4), 36-39.

²Radigan, J. :Op.cit.

³ Carey, K. (2013, January 30). Giving credit, but is it due? *The New York Times*, p. ED12.

educators to examine how experiences often promoted to students as internships were assessed.¹

NACE concluded that professionals in career services and employers can work collaboratively to ensure that any experiential learning meets and adheres to a set of established criteria so that it can be legitimately considered an internship and can be ethically provided to students.

2.9. Conclusion of the chapter

The internship program is a unique opportunity for the student to open to the “working world” , test his potentials and abilities along with his theoretical knowledge ,develop a new ways of thinking, obtain different skills, discover his ambition and build a net work, all that leads the student to be well prepared for the future developments in his career

This program is both beneficial and necessary for the organisation as well since it allows institution to update its theoretical knowledge in the field through the interns and evaluate the future employees of the sector and have a closer look on their skills and capabilities which will be very helpful in the process of head hunting.

The internship is an essential step in the process of “the transition from the theoretical research field to the working life” , a step that provides the student with practical tools and skills that are considered necessary nowadays in order to prove himself and impress his future employers .

¹ Rosario, L., Flemister, E., Gampert, R., &Grindley, C. J. (2013, Winter). Cross-campus collaboration and experiential learning at Hostos community college. Association of American Colleges and Universities Peer Review, 15(1). Retrieved from <http://www.aacu.org/publications-research/periodicals/cross-campus>

Chapter Three: The
Effectiveness of HEC Alger
Internships

Chapter Three : The Effectiveness of HEC Alger Internships

Section 01: Overview of the host organization and Methodology:

In this section, we will give an overview of the company in which we spent our internship and conducted our research and research methodology. This presentation is based on the internal information provided by the company.

1.1. Presentation of HEC :

1.1.1. History and evolution:

Since its creation in the 1970s, our establishment (ex INC of Algiers), continues to weave and develop relationships, training, cooperation and support with the various organizations and public and private companies. Thus, our human resources were able to accumulate intellectual capital that we put at the service of today's society.

The school of higher commercial studies (HEC Alger) is a public institution of scientific, cultural and professional character endowed with legal personality and financial autonomy.

1.1.2. Insured Training:

With reference to the executive decree n 08-223 of July 14, 2008 transforming the former INC into a non-university school, the HEC Algiers School aims to:

- To provide advanced training, scientific research and technological development in the various fields of trade
- To provide training for senior executives specialized in trade thus, the contribution of the School is based to a large extent on the product of the training provided.

The education provided covers the broad area of business management with its multiple ramifications and other aspects of the operation of the business.

The different specialties of a predominantly commercial nature that our students receive allow for cross-disciplinary and multidisciplinary approaches that can help them to illuminate avenues of research or otherwise to establish a solid career plan.

With more than 40 years of existence, the School has ensured, through its various restructurings, several courses that have been an undeniable contribution to the economy management plan, or even business creation.

From the academic year 2011-2012, the School, with its status of school outside university, provides only the training of master in commercial sciences. For this purpose, six choices of specialization are envisaged, in this case:

Master in Marketing, Master in supply chain, logistics and distribution, Master in Finance, Master in International Affairs, Master in Human Resources Management, Master Manager Entrepreneur.

1.1.3. Internships in HEC Alger.

In order to adapt their theoretical knowledge to the professional environment, the HEC Alger School students carry out practical internships at the end of each training cycle.

As part of the Master's degree program (high school business system), students take two practical courses:

- The first internship, lasting one month, at the end of the first year Common core Master.
- The second internship, lasting one month too, at the end of the second year specialty Master.
- The third one during in sixth semester of the training and write a thesis with defense.

For traditional first year and second year master students complete two internships in a company, including: At the end of the second year of core curriculum, students are required to do a practical internship in company, which gives rise to an individual internship report at the end of the internship cycle, all students are expected to develop and support a research project requires a practical case.

1.1.4. HEC internship statistiques 2017-2018:

Table5: HEC internship statistiques 2017-2018:

Level / internship	One month	Six months	optional	total
1 st year preparatory	-	-	435	435
2 ^{sd} year preparatory	-	-	302	302
1 st master common core	275	-	-	275
2 nd master	213	-	-	213
3 rd master	-	222	-	222
Total	488	222	737	1447

1.2. Methodology of study and survey process:

The purpose of this third chapter is to outline the methodology used in the research process, the research that aims to investigate the role of internships on the students' improvement and development of their skills, and in order to complete our research we took EHEC (High School of Business Studies) as a case study from the field, since it is one of the Algerian business school that uses Internship very often as a factor to increase students' performance and practical efficiency tool.

1.2.1. Research approach:

The approach refers to whether the research involves a deductive or an inductive approach. The purpose of this research is to investigate the effectiveness of business student internship.

After developing a conceptual framework and listing the hypotheses in the theory part, logically, this research involves a deductive approach being the most suitable for this kind of study.

1.2.2. Research strategy:

There are many research strategies that can be used for different researches, we can mention experiment, survey, case study, action research and archival

research strategies. Each of these strategies can be used for exploratory, descriptive and explanatory research¹.

These data collection and hypotheses testing needed strongly a deductive research approach with a survey based methodology.

The survey methodology allows collection of a large amount of data from a sizable population in a highly economic way. The survey strategy is easy to explain and to understand, this strategy can provide strong results if the sample is representative of the population.

1.2.3. Research Method:

May be summarized under at least 12 categories: experiment, survey, archival analysis, history, historical-comparative, case study, in-depth interview, focus group, panel, cohort, observation, and secondary data. After considering the suitability, relevance and practicability of these methods, a quantitative survey was deemed to be the most appropriate vehicle for this research. An online mode was selected as the most effective for this research, where the intent of the study was to reach a large number of students from HEC enabling automated data collection, respondent anonymity and exclusion of interviewer bias.

1.2.4. Data Collection Method:

In this research, we moved directly to the survey method. The reason for that is the total dependence of this study upon the information extracted from the field survey, as there are no existing documents that have a relation to our theme or that explain in a clear manner the effectiveness of internships in Algeria for business schools.

“A direct technique of scientific survey used with individuals that allows them to be interrogated in a directive way and to make a quantitative levy in order to find mathematical relations and to make quantified comparisons.”²

In our questionnaire, we decided to ask the students different types of questions, that are related to the internship effectiveness display and we tried to make them evaluate their internships based on different criteria, and the quality of their internships.

¹ Yin, R.K, Case study research, Vol. 5, Thousand Oaks, California, 2003, p12.

² CHABANI (S), OUACHERINE (H) :guide de méthodologie de la recherche en science sociales,1e édition,2013, P65.

1.2.5. Survey questionnaire design:

Kline proposed several criteria to design a good questionnaire:

- No negatively worded questions;
- No double meaning words;
- No cultural or abbreviated words applied no emotionally loaded questions;
- To the point and direct questions.

The questions for the survey were generated from the literature. The questionnaire comprised 3 parts, each addressing a particular range of the internships effectiveness determinants where a constant sum scale was used in accordance with the requirements of that instrument (Cameron &Quinn2011). A Likert-scale measured opinions under questions dealing with the extent of internships, and the factors influencing their effectiveness.

The questionnaire was divided into three parts in order to provide evidence and test hypotheses and answer the research questions given in the introduction. The full questionnaire is provided in the appendix.

Part1: identification of the respondents“ profile

Part2; Individual factors that consists of 3 facets :

- Academic preparedness
- Positive attitude
- Self-initiative

Part3; Organisationnel factors that consist of 4 facets:

- Challenge job:
- Autonomy
- Effectiveness of supervision
- exception preparedness

Our questionnaire was aimed at consumers and contained 9 questions of different types (closed, open and scale), along with the demographic information questions.

➤ Closed questions:

This type of questions imposes on the respondent a specific form of response (a limited number of response choices).The closed questions can be: Dichotomous: (the answer is limited to yes or no).Such as question 2:

Did you have an internship before??

Yes

No

Multiple choices: the respondent can choose one or several answers. Such as question 1:

Business nature of the company in which you took internship?

Storage and Communication, Transport, Manufacturing, Hospitality & Tourism Services, Financial Institution, Engineering, Architectural and Technical Services Trading, Business Services.

➤ **The scale questions:**

These questions allow the respondent to choose an answer that expresses a degree of scale. Such as question 9:

Here is a list of affirmations, after the internship,

Affirmations	Don't agree at all	Dont agree	Moderatly agree	Agree	Totally agree
I know what kind of job fits me.	1	2	3	4	5

1.2.6. Distribution of questionnaire.

The survey was forwarded through privet messages and published through Social media, 140 students From HEC Algiers responded. Confidentiality and anonymity of respondents was maintained.

1.2.7. Data Analysis:

After collecting the copies of the entire questionnaire, it was translated into charts via Microsoft excel. The analysis was made in flat sorting to be analyzed and evaluated.

Then, the data will be merged into an SPSS database to be analyzed; this data won't include any information about the respondents as we respect their privacy in this research.

We're going to list all the statistical tools that have been used during this study

Section 2: Results and analysis of conducted survey:

This section contains the answers that we collected from students in HEC Alger, who are required to carry out an internship every year of the Master level, knowing that this training is a resident. What we want is to evaluate the effectiveness of this training and the most important the development also the integration into the world of work.

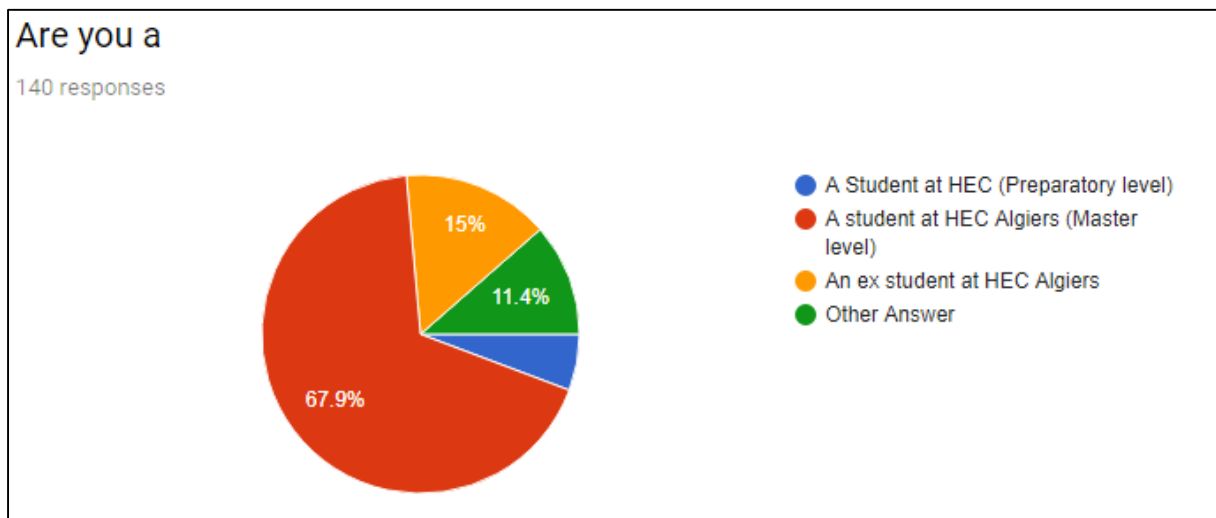
2.1. description of the study sample:

According to the answers given by the students, we can say that the internship will be according to the student's personal choice and for a number of reasons, the most important of which is the duration of the training and the place of internship.

➤ **personnel information:**

- **Description of respondents “Affiliation to HEC”:**

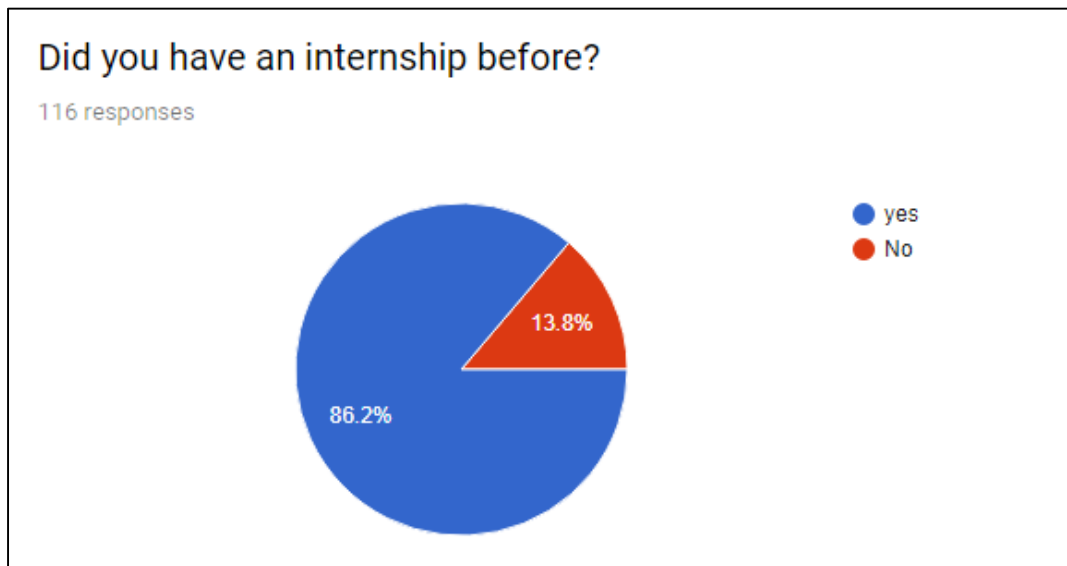
Figure12: Respondents affiliation to HEC



As we see that the majority of respondents are from HEC Alger almost 68%. we find that almost 68% of the respondents are master students, the majority of respondents followed by a percentage of 15% representing the students of the school and 11.4% who are not students at HEC Alger, it means that it has a rather balanced distribution.

- Description of respondents “benefit from internship“:

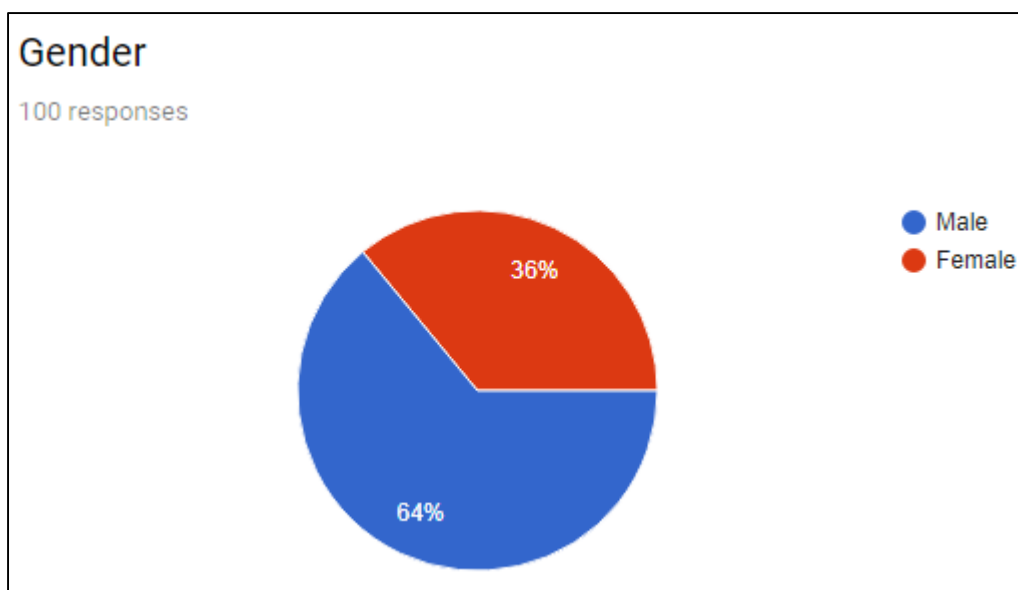
Figure13: Respondents who benefited from internship



86.2% of the students conducted their internship ,whereas 13.8% didn't do it because they belong to preparatory level this means that more than threle quarters of the respondents who did already benefited from the internships belong to the master level, which also proves the school's investment in supporting its students in their practice.

- Description of respondents “genre“ :

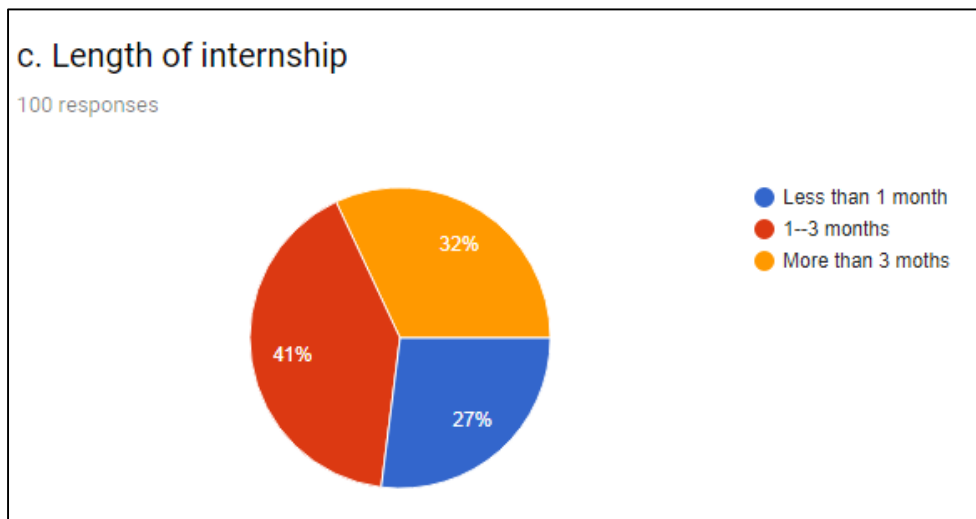
Figure14:Gender Diversity



In terms of participation in internships between the two sexes since the percentages are reproached, 64% for females and 36% for males. The women's percentage and men's percentage were close which gave us representative results.

- **Length of internship:**

Figure15: Representation of the length of internship.

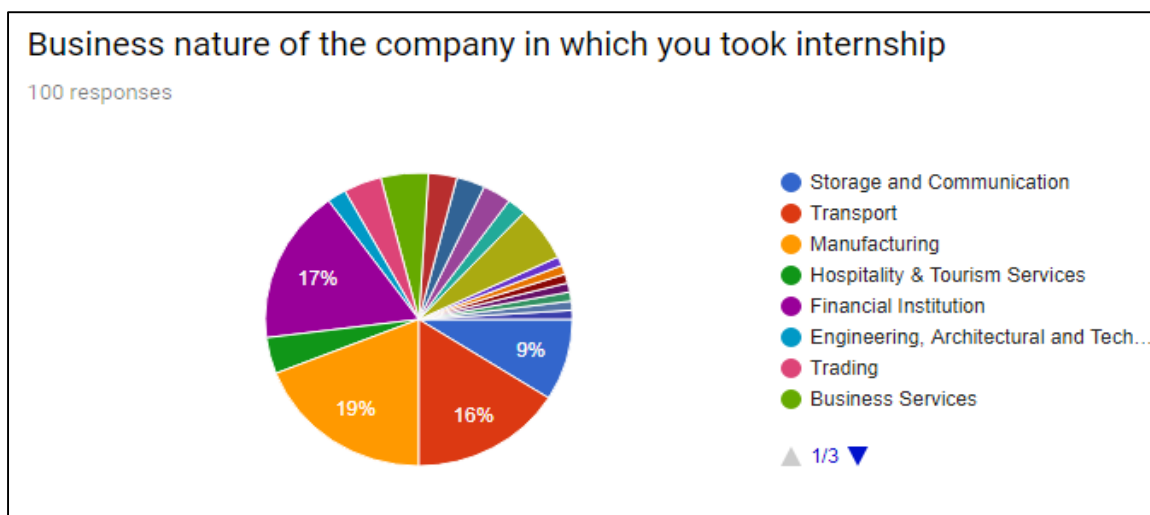


When we wanted to know the duration of the internship, we noticed that there was a no consensus in the length of internship and the results was :

41% present the students who was their internship between one month and three months, 32% present who did do their internship more than three months and 27% for the students who was their internship less than one month, this is due to the difference in level between the student, the higher the student level, the longer the internship period. this is due to the pedagogic program of the school in dealing with the duration of internship according to the level of the intern.

- **Nature of company :**

Figure16: Nature of company presentation

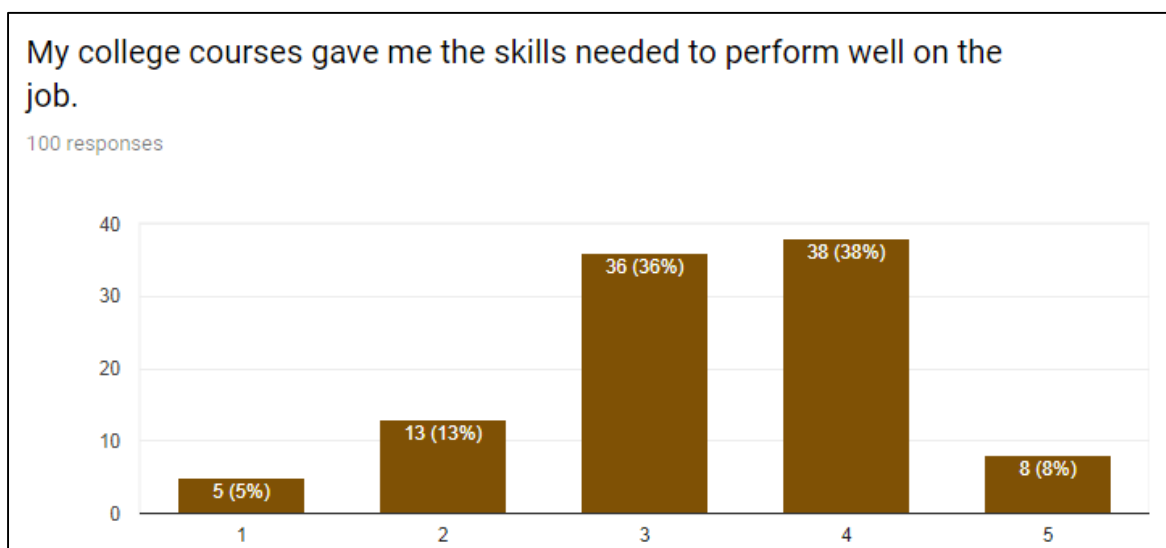


The students we asked believe that diversity in the company and diversity in the field of training earns them experience and more information that helps them in their studies, see also the diversity of their major in HEC Alger, specialisation is also an important factor in determining the type of company and the nature of the field

➤ **Individual factors:**

- **Academic preparedness:**

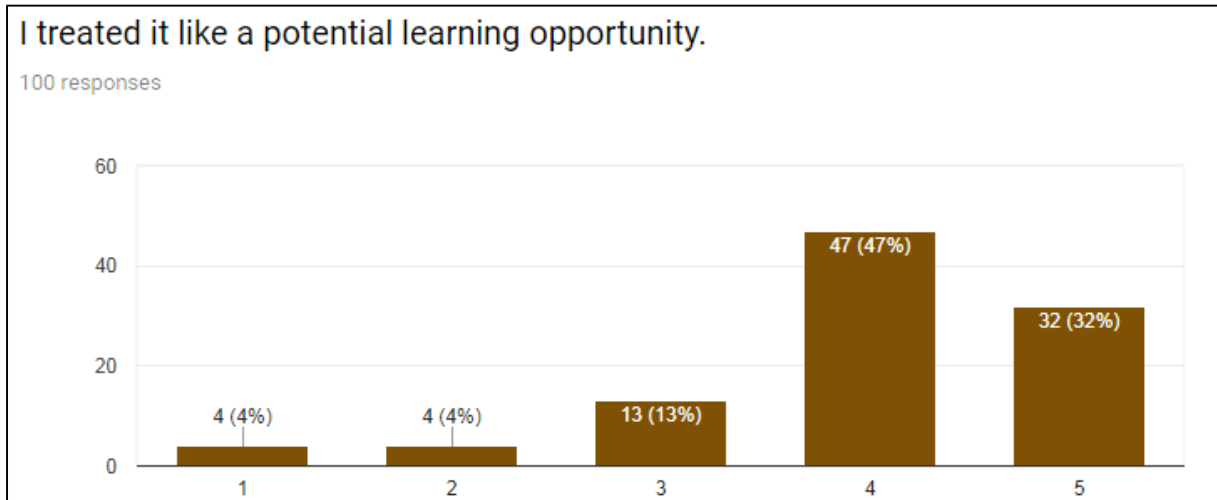
Figure17: Academic preparedness presentation



In this question almost all the students agree 38% and moderately agree 36% with a high percentage that the college courses provide them the skills needed to perform well in their internship. The students we asked believe that the knowledge gained and built up in the HEC has prepared and helped them to succeed in internship with an acceptable average. This is why we have learned that the knowledge acquired in the business school has helped them on great way in the success of the internship and the acquisition of experience that enables them to integrate theoretical theory from the business schools and the application gained from the training field of the company.

- **Positive attitude:**

Figure18: Positive attitude.



When we try to assess their behavior, we find that they have a strong willingness and preparedness in terms of professional behavior. They treat internship as a learning opportunity to not be missed even if it is not a real job according to their answers.

- **Self-initiative :**

Figure19:Self-initiative

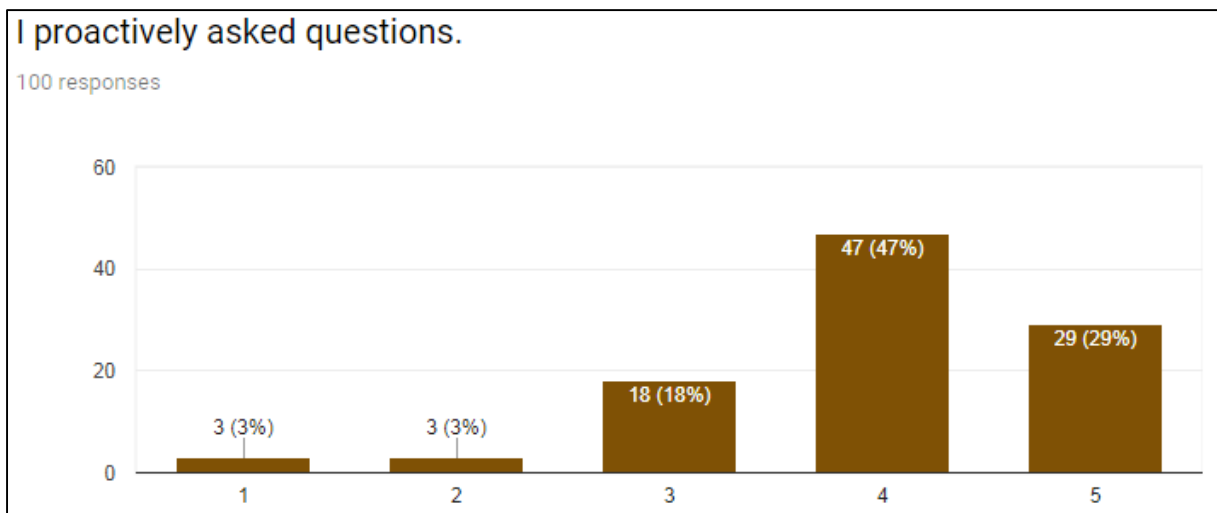
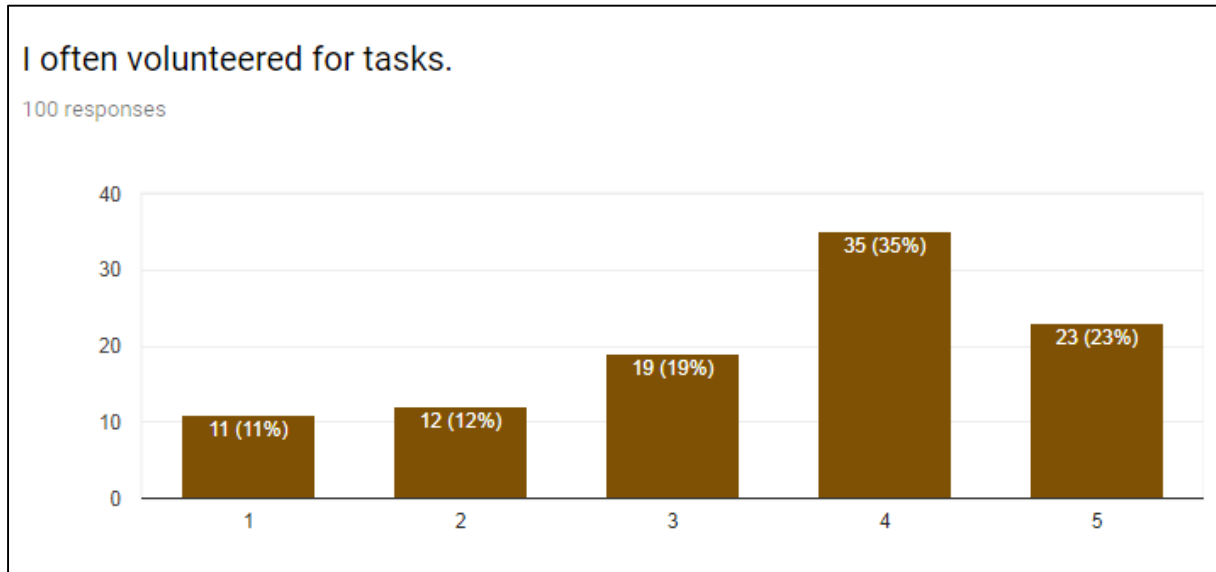


Figure20: Volunteering for the tasks

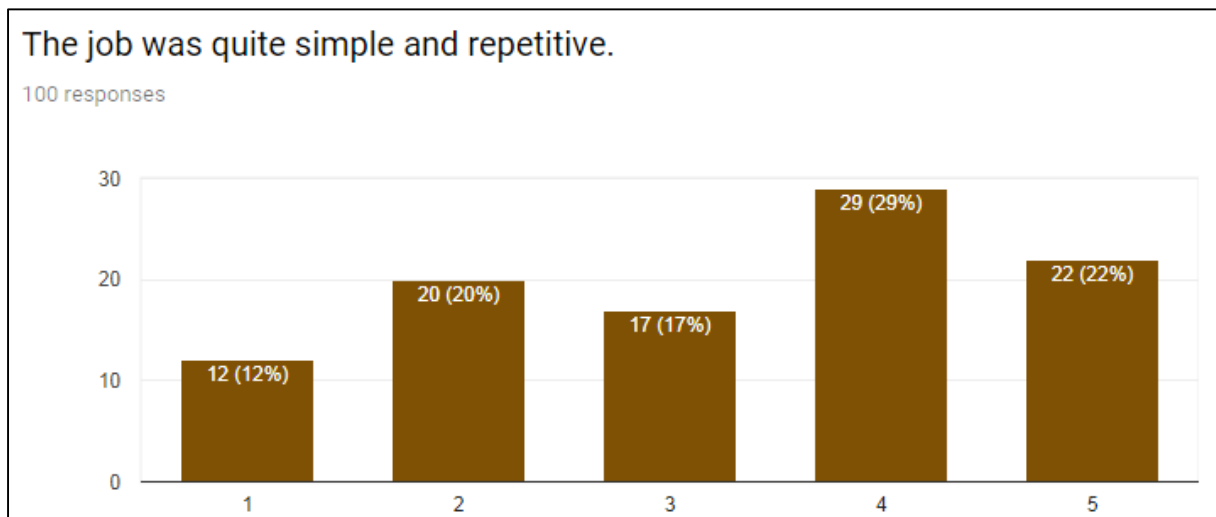


Most of them agree that the initiative is one of the most important ways to get their learning goals, and they volunteer for tasks and ask questions when they do not understand.

➤ **Organisationnel factors:**

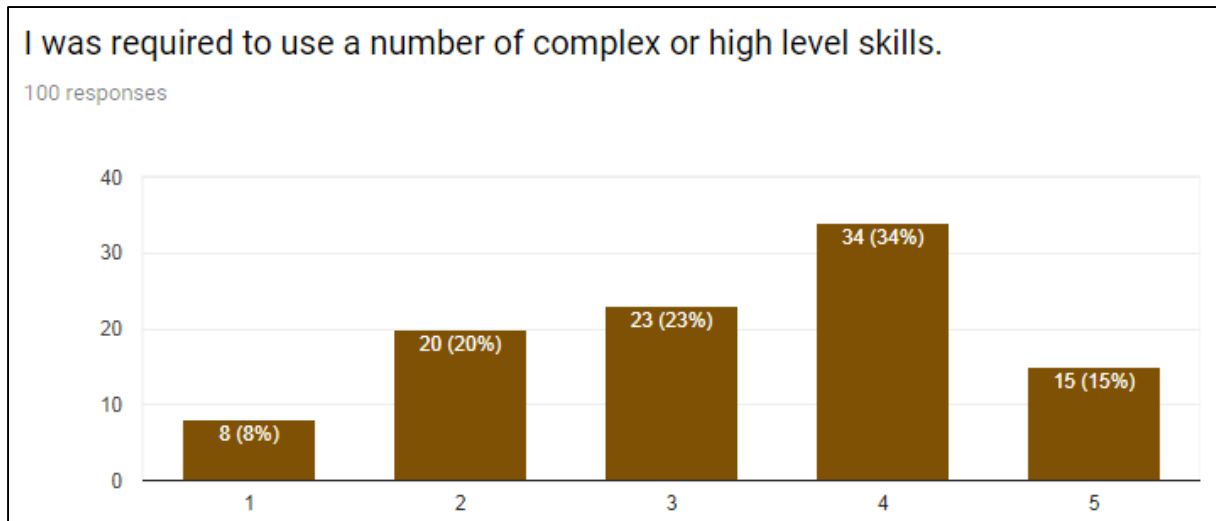
- **Challenge job:**

Figure21: Challenge job



We noted that the specific answers prove that internal internship does not have repetitive procedures such as the classic job because internal internship is not like permanent job, and its purpose is to learn and discover the world of work.

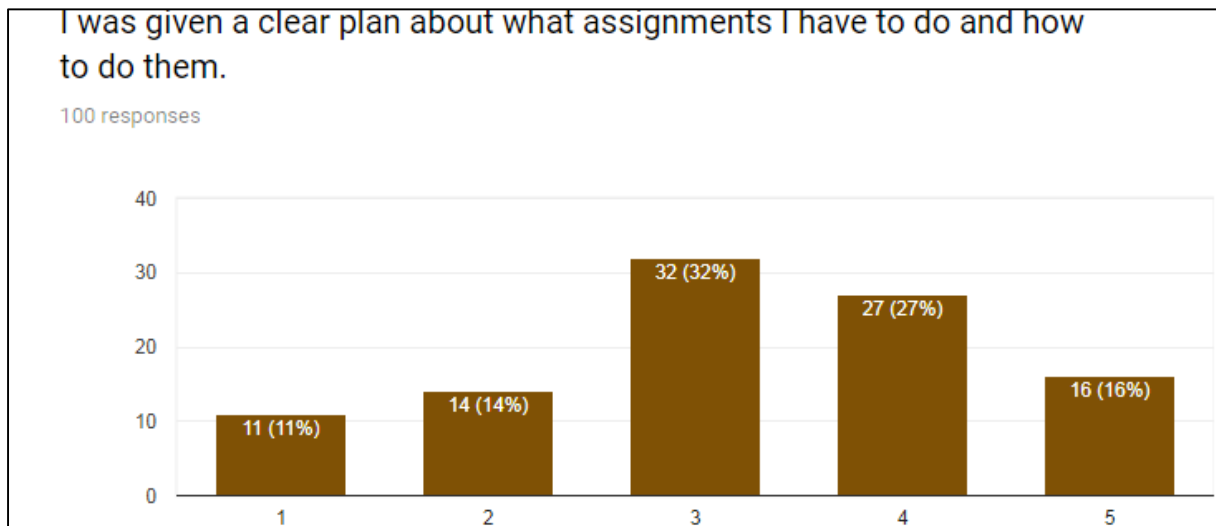
Figure22: Degree of complexity.



However, when talking about the degree of complexity that interns need to perform better, the level of intermediate and low complexity is justified with no Having previous experience (new job is always complicated at first).

- **Autonomy:**

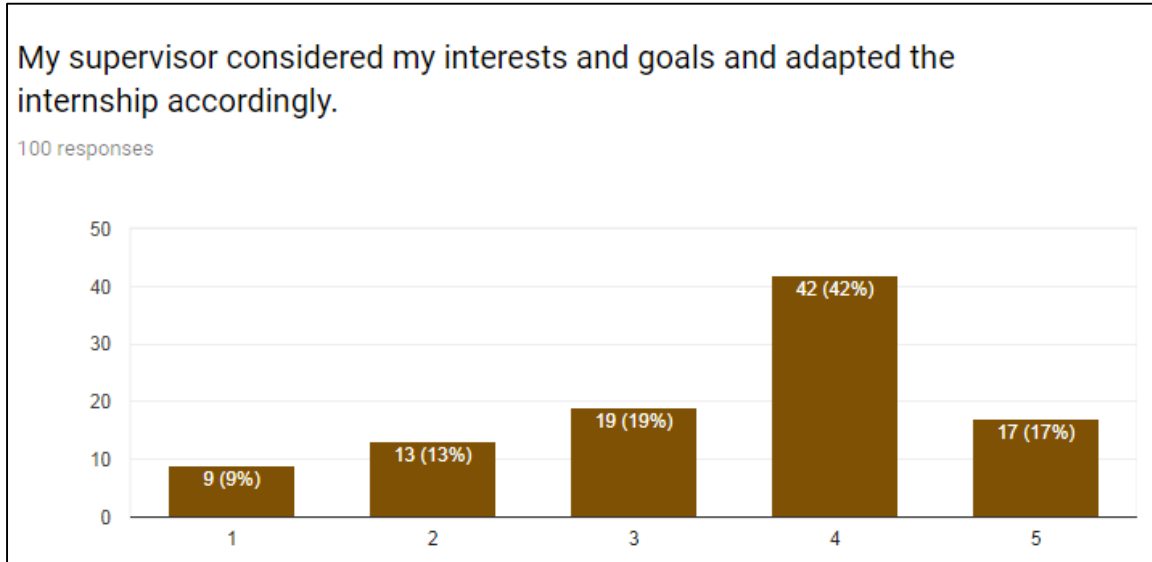
Figure23 :Autonomy



When asked about their autonomy, not all the interns were given it. this is primarily related to the culture and size of the company, because not all companies easily integrate students into work and provide them with the space they need to work freely.

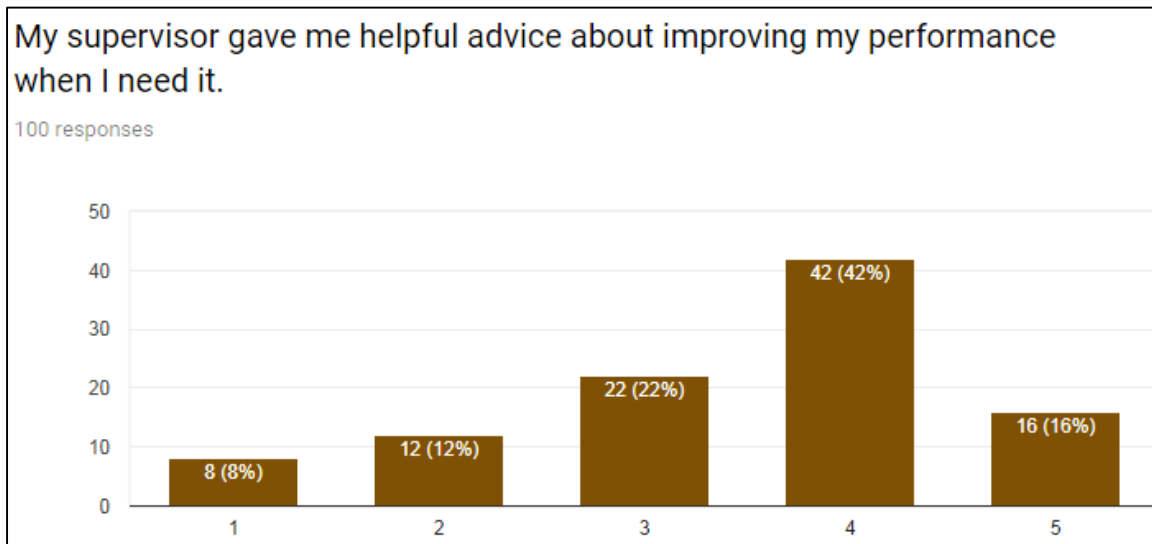
- Effectiveness of supervision:

Figure24: Effectiveness of supervision



Many students declare that the supervisor directly affects the effectiveness of the training as well as improving the performance of interns during the internship period.

Figure25: Supervisor assistance



The supervisor can also assess the performance of the students in the internship and give them the correct structure and advice to be focused and to improve their competence.

- exception preparedness:

Figure26: Analytical skills

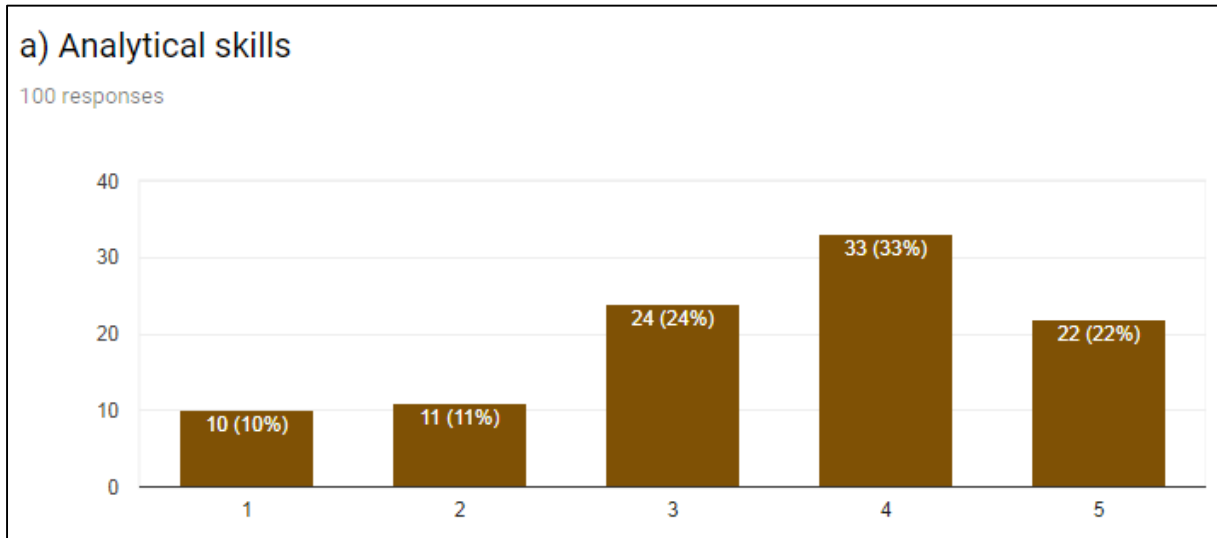
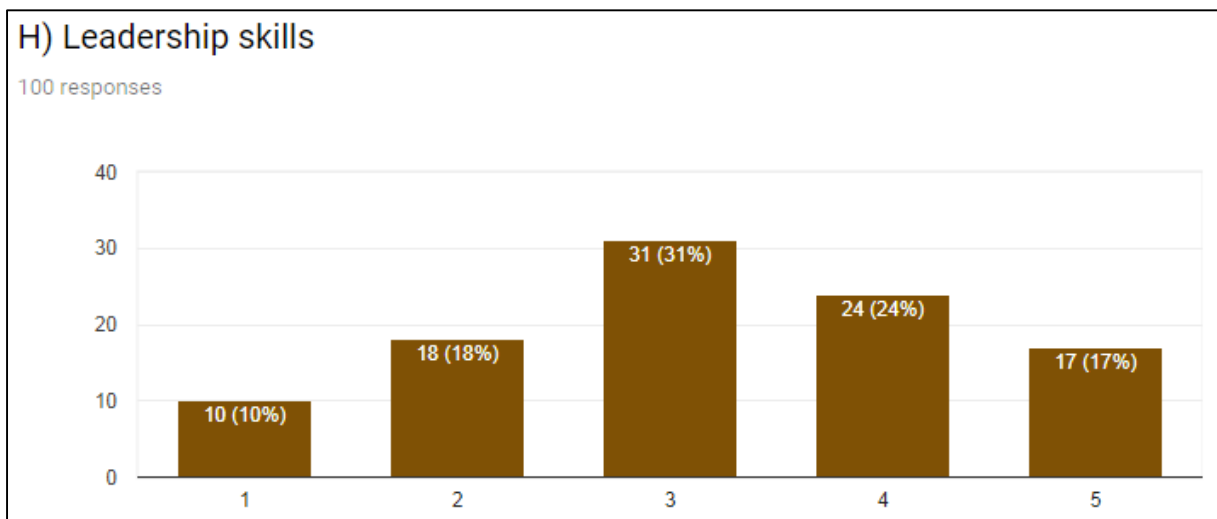


Figure27: Leadership skills



When asked about the developed skills almost the answers differ according to the type of the competency and the company but they get a huge development in this case.

Analytical skills, leadership skills: not all the students had the opportunity to develop them.

Figure28: Problem solving

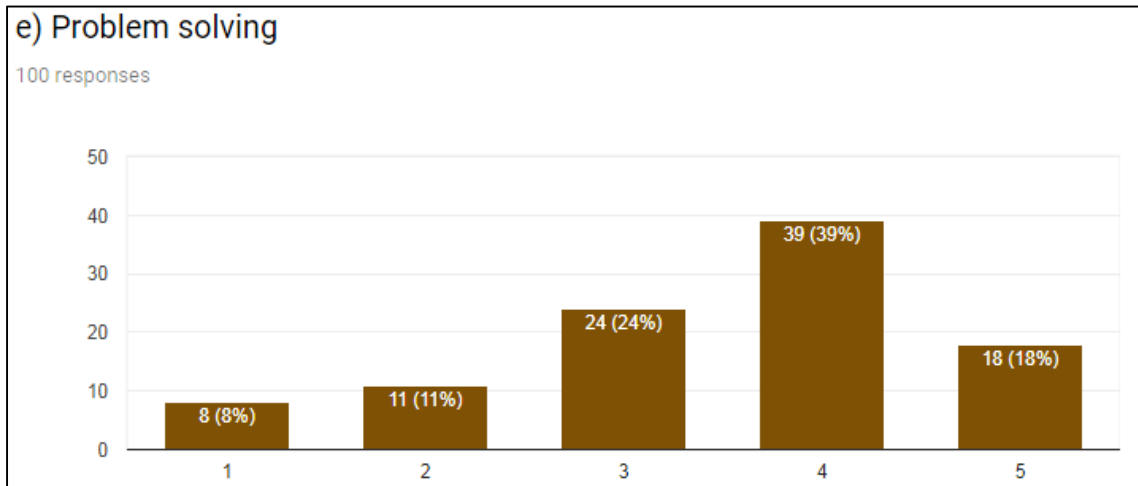


Figure29: Information search.

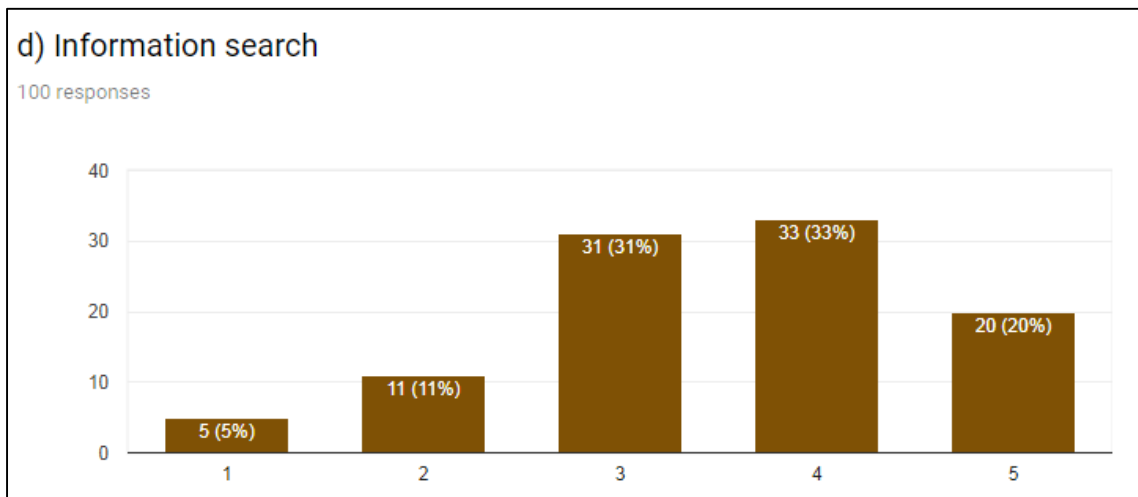
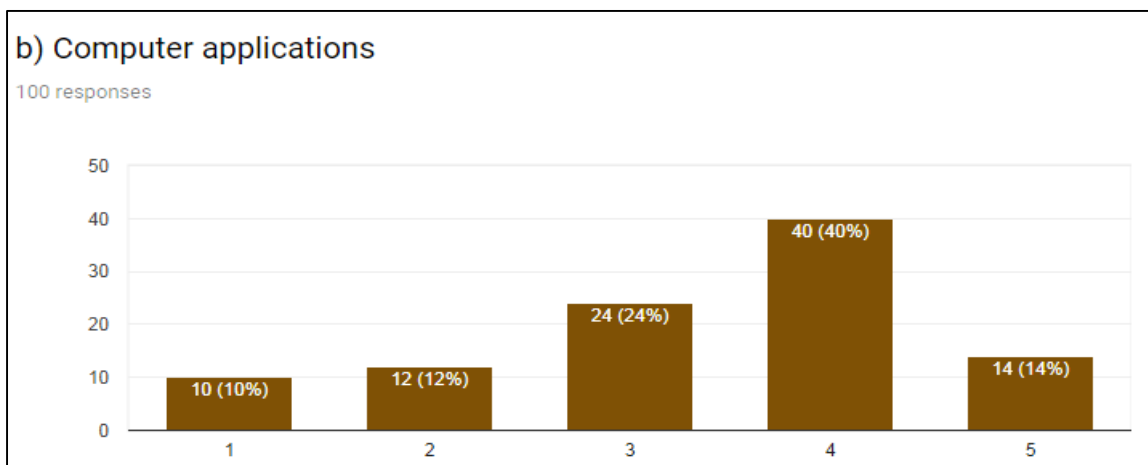


Figure30: Computer applications skills.



- Computer applications, problem solving, information search, oral communication, and written communication and that explain the obtained results

- These competencies have been developed better than the first, because the internship gives them the opportunity to be more practical and enhance their experience in world of business.

Figure31: Teamwork

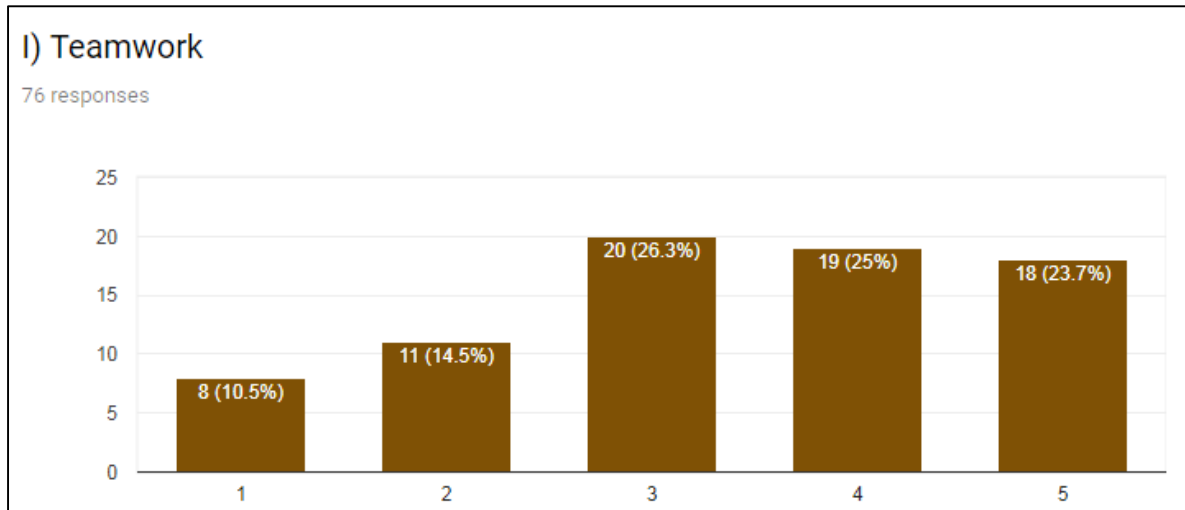
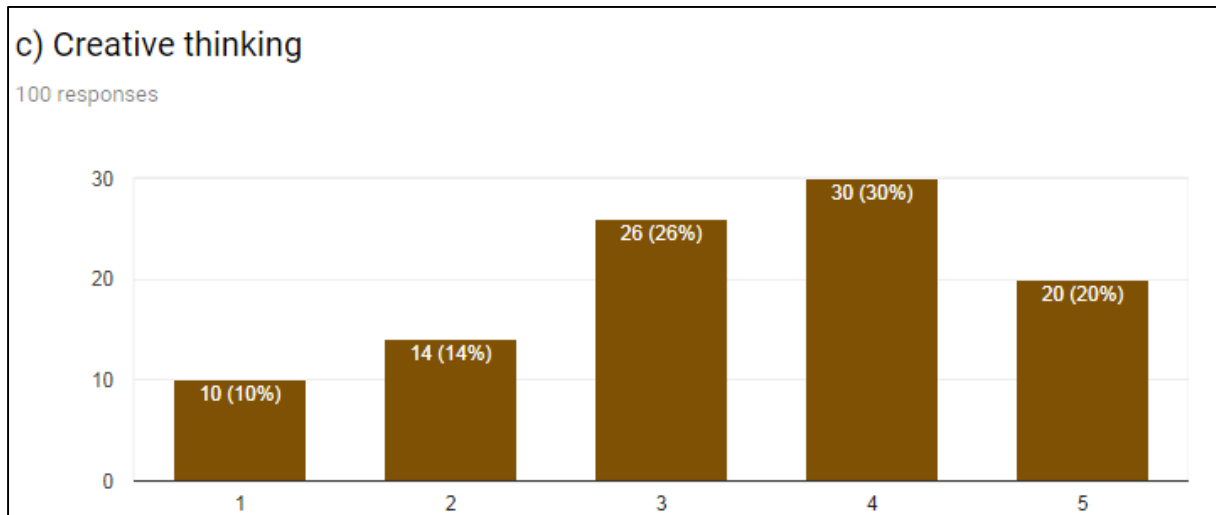


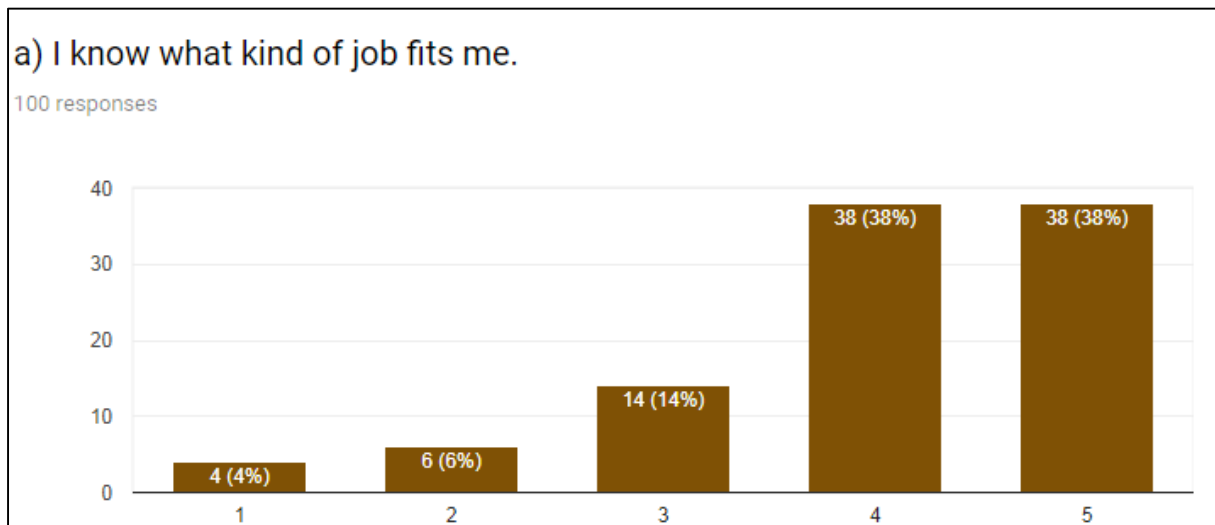
Figure32: Creative thinking



- Whereas when talking about teamwork and creative thinking there is an advance development and improvement on what they were.

- **After the internship:**

Figure33: Appropriate work



- Finally, we note that interns develop an idea about the type of job they want in the future once the effectiveness of internship is done.

2.2. Findings of the Study:

Internships has become nowadays a hot topic that researchers as well as practitioners are interested about; in our study we were interested on the effectiveness of internships business students , in this aim we made a quantitative research through a questionnaire that we distributed to collect representative data.

The questions that we asked our participants about were divided into two axes:

- Individual factors
- Organisationnel factors

After collecting and analysing the data we made some interpretations and results that we can resume in the next findings and we carefully examined the findings of the included studies for business internship effects, as well as the affecting outcomes and satisfaction.

Finding One:

When asking our participants about their educational background, we found that it has a great and positive impact on the actual preparation to face the world of work and to perform the required high and simple tasks.

When we try to assess their behavior, we concluded that the internship generates an experienced trainee we find also that they have a strong willingness and

preparedness in terms of professional behavior. They treat internship as a learning opportunity to not be missed even if it is not a real job.

We can say that the initiative is one of the most important ways to get their learning goals.

In the second part of the questionnaire, we tried to identify the organizational factors, after reviewing the results we noted that:

Internship is not like permanent job, and its purpose is to learn and discover the world of work.

The supervisor plays a direct role and an important one, that effect the training efficiency as well as improving the performance and skills of interns.

Finding Two: The effects of internships on students.

The effect of internships on students can be identified in three types of effects of business internships on students:

- Related to the enhancement of employment opportunities,
- Related to the improvement of skills and competencies,
- Related to the effects on career exploration.

With regard to career exploration, internships provide students with a better understanding of career paths, help them to develop realistic expectations, and reduce reality shocks. Other effects of internships include better college performance, because interns tend to complete their degrees with higher grade point averages.

Finding Three: The effects of internships on companies.

The major benefits of internships for companies include receiving a source of inexpensive and qualified labor saving on recruitment costs strengthening bonds with academic institutions and incorporating new ideas.

Finding Four: The effects of internships on business schools.

Forming links with the business community through partnership agreements can enhance the image of the school to impose its name in the business world

The major benefits of internships for business schools appear to be enhanced reputation and visibility.

Business schools can use internships as a recruitment tool to attract students.

Feedback from companies and students can provide input for curricular assessment.

2.3.Recommandations:

After analyzing the results of the study, we managed to prepare a few recommendations addressed and guideline:

For students:

What can be learned from this study is that the success of internship is determined by both individual factors and organizational factors.

By focusing on the HEC Alger case study, we can assume that the HEC internship method is acceptable in terms of both practical and learning outcomes.

- be prepared before internship (theoretical knowledge)
- Be positive about the internship (Internship should be treated as a potential learning opportunity and a real job.)
- Be proactive during the internship (Take the initiative to ask for tasks and questions and feedbacks).

For HEC « business school »:

- It is recommended that the school strive to develop constantly in the internship system.
- Length of internship, especially for the first and the second master level.
- Integrating the preparatory level into the training system.
- To guide the students of the school to the companies with which they signed partnership agreements to create a suitable environment for the student between the theoretical field, namely the school and the applied environment, which is the company and this is what enables the school to follow the good and to change the internship system according to the development of the level of the student.

For the company:

- Instructing the interns to supervisors who are able to absorb the lack of experience accompanying students
- Help the new interns to integrate into the company and discover the business world for the new ones in this field

- Allowing the interns to develop from themselves and by entrusting them with the easy tasks at first and then gradually to the difficult neglected, It is especially helpful when the supervisor does not provide adequate opportunities, since it becomes the only way to gain more meaningful understanding of work outside the monotonous tasks.

2.4.Conclusion of the chapter:

The previous results show how important the internship display is, it also puts the light on the role that the internships plays in a student's development, and the kind of impact the

Internship display has on a student improvement in real world of business.

General Conclusion

General Conclusion

The theoretical framework covered in this research enables us to have a clearer vision over the effectiveness of internships.

The first chapter was there to comprise a review about the data, information and knowledge programs and processes need to be created, treated, protected, continuously developed and transferred to guarantee the efficiency of the knowledge management tools and measurements, in order to gain investments and support from decision makers and shareholders on future improvements, the knowledge management strategy and system have to be updated regularly by a team of professional and competent employees.

The second chapter then brought us closer to the concept of experience and education and the internship program which is a unique opportunity for the student to open to the “working world”, test his potentials and abilities along with his theoretical knowledge, develop a new ways of thinking, obtain different skills, discover his ambition and build a net work, all that leads the student to be well prepared for the future developments in his career

the internship is an essential step in the process of “the transition from the theoretical research field to the working life” , a step that provides the student with practical tools and skills that are considered necessary nowadays in order to prove himself and impress his future employers .

At last, a third chapter that includes a critical review and examination of the internship effectiveness in Algeria, business schools and as an example HEC Alger, which’s puts the light on the role that the internships plays in a student’s development, and the kind of impact the internship display has on a student improvement in real world of business.

Since the results of our study were previously presented and synthesized at the end of the third chapter, and since recommendations for possible reforms were then given, we are here to reformulate those results in a trial to answer the sub questions from our general introduction and also verify the veracity of the made hypotheses.

Needless to say, the three hypotheses were primary answers for the three sub questions respectively.

So the first hypothesis stipulating that “Interns’ positive attitude and the Effectiveness of supervision are positively associated with internship effectiveness.” according to this study, this hypothesis is confirmed, and the finding of this study indicates that the supervisor play a directly role and an important one on the effect of the training as well as improving the performance and skills of interns, our also review identified a number of predictors of internship effectiveness, including greater autonomy during the internship, students’ positive attitudes, and mentoring. These items should be taken into account when attempting to improve internship programs. Student satisfaction tends to be associated with receiving challenging assignments, compensation, and quality mentoring.

Our second hypothesis states that “the effectiveness of internships can be measured through the evaluation of the internship report “according to this study, this hypothesis can’t be confirmed. The finding of this study indicates that the evaluation through report might not objectively reflect student’s level of skills and knowledge.

Our Third hypothesis proposed that” The HEC Alger business schools internships are moderately effective” according to this study, this hypothesis is confirmed as finding two show that internships provide students with a better understanding of career paths, and help them to develop realistic expectations, and reduce reality shocks. Other effects of internships include better college performance, because interns tend to complete their degrees with higher grade point averages.

These findings allow us to confirm the main hypothesis proposed in the general introduction that states: “how effective are the Algerian business schools internships” because it support the existence of a wide variety of benefits of business intern journal of employment counseling for the three primary stakeholders: students, employers, and higher education institutions, and also provided empirical evidence of the effectiveness of business internships in improving students’ chances of employment in a career-oriented job after graduation; enhancing their job and social skills; and assisting them in deciding their career paths.

Employers gain the benefit of students' emerging skill sets at highly affordable compensation rates and save on recruitment costs because they can hire prospective workers from among their interns.

They also benefit from stronger ties with the academic world. Internship programs are also beneficial to business schools and universities can attract potential students, enhance their reputation, and strengthen bonds of collaboration between the academic world and business.

One of the limitations in this study is the questionnaire were completed by students from a single business school. A sample size of 140 students, who mostly concentrated in business major, would not be sufficient to fully reflect the perceptions of business students in Algeria.

For future research, a bigger and more diversified sample could be used.

Another limitation is that, some measurements of the items might be controversial. For example, academic preparedness was measured through the perceived level of knowledge and skills, which might actually represent the respondents' confidence or career self-efficacy, instead of true academic ability. Therefore, it raised the doubt that the measurement for "academic preparedness" might not objectively reflect students level of skills and knowledge.

Future research can redesign the measurement items and investigate other facets of internship effectiveness.

It is widely accepted that internship can help to enhance graduates' employment opportunities. However, existing studies are mostly based on the benefits of internship to students and organizations but very few concerns about the predictors of internship success. In this study, multiple approaches were used to identify and evaluate the strength of the success factors of the internship effectiveness.

A highlight in the result is that individual factors have more significant relationship with internship success than organizational factors, among which self-initiative acted as the strongest contributing factor, followed by academic preparedness and positive attitude of the intern. However, some of the organizational factors, namely effectiveness of supervision and task clarity, are both important in determining internship effectiveness. Based on the finding, students and

organizations are facilitated to gain a better insight of the ingredients of internship success and therefore, to maximize the effectiveness of internship program.

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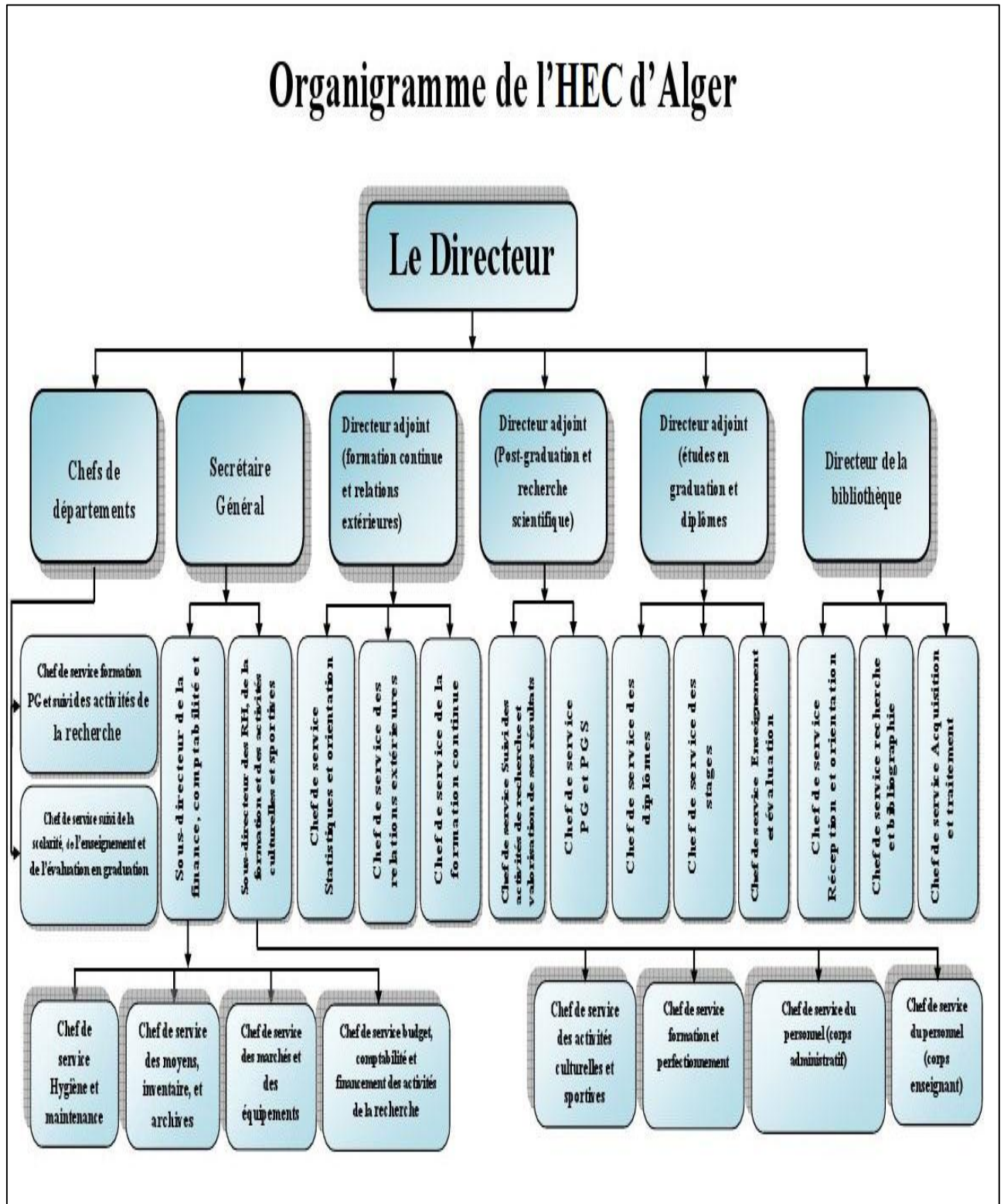
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Annexe :

HEC ALGER Organisationnel structure:



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