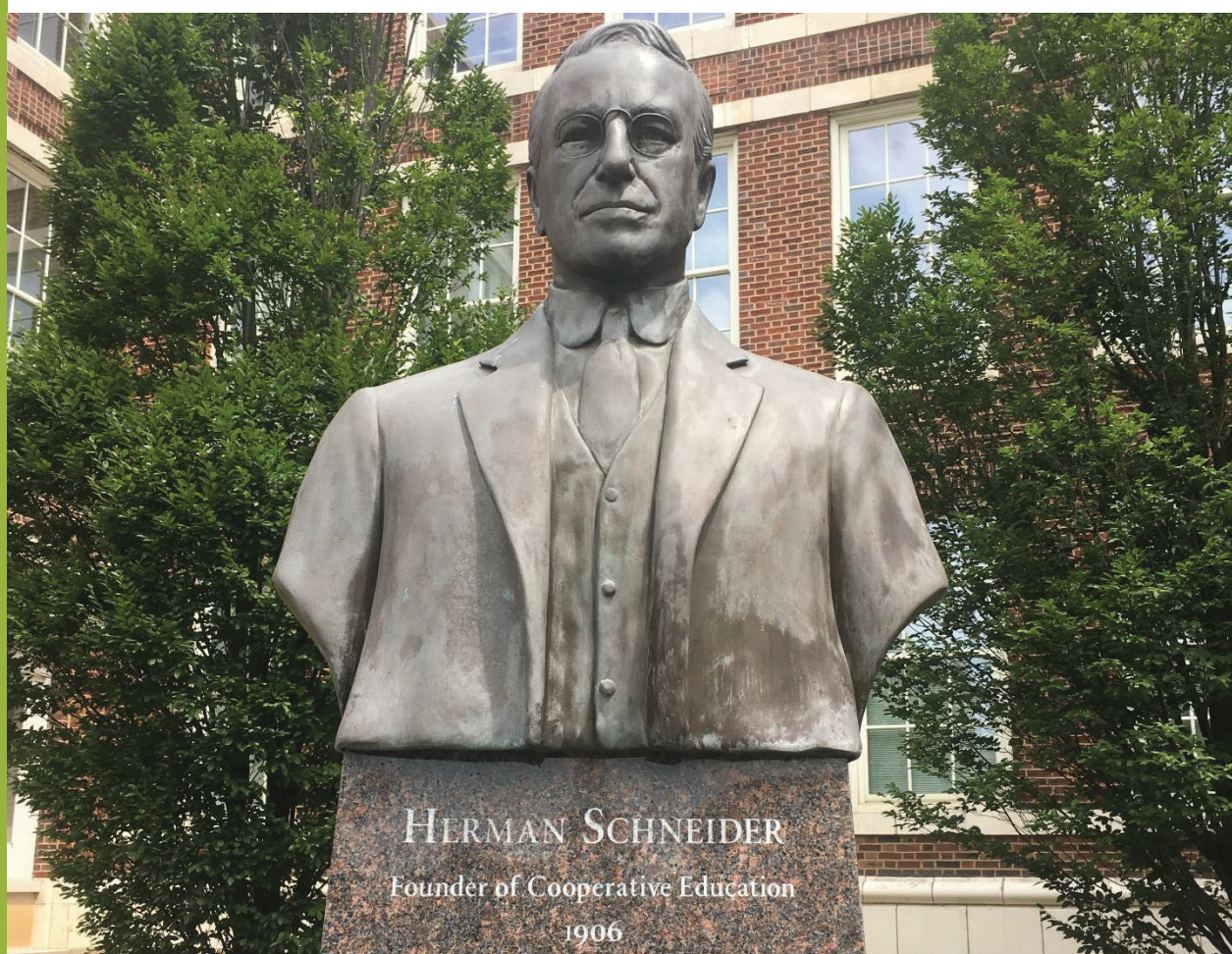


**Refereed Proceedings of the
21st WACE World Conference on
Cooperative and Work-Integrated
Education, 2019, University of Cincinnati,
Ohio, United States**



**World Association for Cooperative
Education**

3rd – 7th of August, 2019, University of Cincinnati, Ohio, United States

Editors

Karsten E. Zegwaard & Marty Ford

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The deciding parameters that influence business students' selection of internships: An empirical analysis of students and company representatives' views and experiences

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ABSTRACT

The paper studies the deciding parameters that influence business students' selection of internships in Germany. The findings are based on literature research and a survey amongst students and company representatives and asks to rate the importance of 24 different aspects of internships. The benefits and negative impacts of internships on students, companies and universities are discussed in detail. The results of different demographic groups are compared:

- Results of the actual student survey and a similar survey carried out five years previously.
- German and international students
- Students and recruiters with regard to the importance placed on the different aspects of internships

The findings from the research suggest that companies (e.g.) seem to have little knowledge of what is important to students and they overrate themselves in nearly all aspects of the internships.

Keywords: Internships, Determinants, Survey, Recruiters, Germany

INTRODUCTION

Internships are an essential part of the studies of many students in different subjects in many countries. Research on an international level has identified three stakeholders as the beneficiaries of internships: students, employers, and higher education institutions (Coco, 2000; Divine, Linrud, Miller, & Wilson, 2015; Gault, Redington, & Schlager, 2016). A typical internship program has four components: (a) a specific number of hours, (b) a paid or unpaid work component, (c) school credit and (d) oversight provided by a faculty coordinator and a corporate counterpart. (Gault et al., 2016) All these components are available for an internship in the dual degree program of the ESB Business School, Reutlingen, Germany, in the International Management Double Degree International Management program. It is highly important that the company truly understands what aspects of the internship are highly valued by students and how well their internship programs are carried out to satisfy students with regard to these aspects.

BUSINESS INTERNSHIPS IN GERMANY

There are various types of business internships in Germany; pre-study internships (*Vorpraktika*), main internships (*Hauptpraktika*) and recommended voluntary internships (*Empfohlende freiwillige Praktika*). Main internship or mandatory student internship with university is a subject relevant internship that takes place at a prescribed time for a specified minimum duration according to the internship regulations of the university. This can take the form of a Praxis-semester, which can last between 19 and 26 weeks, is considered an exam component and therefore it is not mandatory to pay social security contribution. (Schade, 2012) With regard to remuneration, there are considerable differences depending on the type of internship. Pre-study internships are usually not compensated, but even with mandatory student internships employers are not obliged to pay. (Deutscher Akademischer Austauschdienst, 2018)

THE GERMAN EDUCATION SYSTEM

Germany has a differentiated school system that puts students on academic versus non-academic tracks at the age of ten. (McElvany & Holtappels, 2013). There are three types of secondary schools in Germany, the Hauptschule (Secondary School), the Realschule (Middle School) and the Gymnasium (High School).

The German education system focuses on creating a skilled workforce. The figure below indicates how internships are already mandatory in the German System at early stages in the school system in Germany. (Hilpert, 2012).

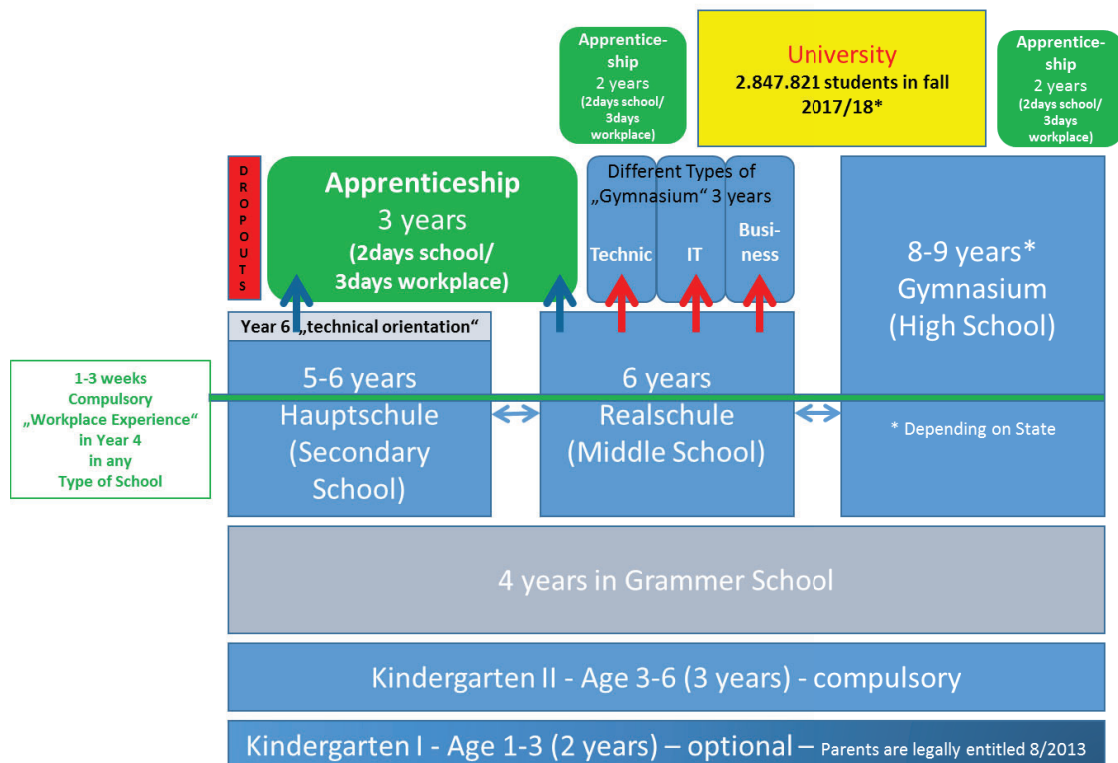


FIGURE 4: The German School System - creating a skilled workforce (Hilpert, 2012)

One of the ways Germany has addressed the issue of the skill shortage arising due to the aging population is by encouraging international students to study in Germany. Offering international students tuition-free degrees was considered one possible solution to the problem. (Noack, 2017) Germany continues to build on its international position as a major study destination as international student numbers in Germany increased by more than a third (roughly 36%) between 2012 and 2016. The 2017 report reinforces Germany's position as the sixth-leading global study destination after the US, UK, Australia, Canada, and China. (ICEF Monitor, 2017).

BENEFITS FOR STUDENTS

Internships provide a wide variety of benefits to students. Internships are considered a key strategy for developing employability capabilities in students and increasing their future job prospects (Freudenberg, B., Brimble, M., & Cameron, C., 2011). It is thought that internships boost students employability prospects by enhancing skill outcomes (Jackson, 2013) Internships are also a valuable learning experience (Cook, Stephen Parker, & Pettijohn, 2004). Students with work experience such as an internship can also tend to have higher starting salaries (Coco, 2000; Gault et al., 2016; Pianko, 1996; Taylor, 1988) and overall better job satisfaction (Knouse & Fontenot, 2008; Taylor, 1988) compared with students who do not complete internships. One of the main benefits of internships for the student is that it makes him/her more employable and enhances his/her future career prospects. (Callanan & Benzing, 2004; Knouse, Tanner, & Harris, 1999; Taylor, 1988). Internships have become the way in which graduates acquire and demonstrate work-readiness to potential employers (Chillas, Marks, & Galloway, 2015)

BENEFITS OF INTERNSHIPS FOR BUSINESSES

Recruitment practices in most companies follow a talent pool strategy: the company recruits the best people and then places them into positions rather than trying to recruit specific people for specific positions. (Stahl, Günter, & Björkman, 2012) A study carried out by (Winterhager & Krücken, 2015) detected an increasing relevance of recruiting graduates through internships, student jobs and dual study programs. Companies place a high importance on soft skills such as communication, teamwork, adaptability, problem solving, leadership, critical observation, interpersonal skills, time management and conflict resolution. Internships enable students to develop these skills in practice. (Freudenberg, B., Brimble, M., & Cameron, C., 2011; Jackson, 2013; Molseed, Alsup, & Voyles, 2003) Internships ensure future employees have the required competencies and know-how as well as the experience of the professional work environment.

APPROACH OF THE SURVEY

This Survey builds on the research carried out by Scheidt in 2012. He assessed 24 aspects by students of the ESB Business School on their importance in selecting for an internship (Questionnaire Appendix 1 – see also Figure 2). Scheidt divided the different aspects/ determinants into four groups of macro factors; the emotional aspects, the team and culture, tasks and responsibilities and framework. The findings of Scheidt's survey were published in 2014. The diagram below shows the adapted structure of the 24 factors. Scheidt's research shows that there are significant differences between students assessing the importance of the 24 parameters depending on the subjects they study (e.g., Business,

Natural Sciences). In this paper only business internships are studied with the aim to comparing and contrasting various demographic groups of students.

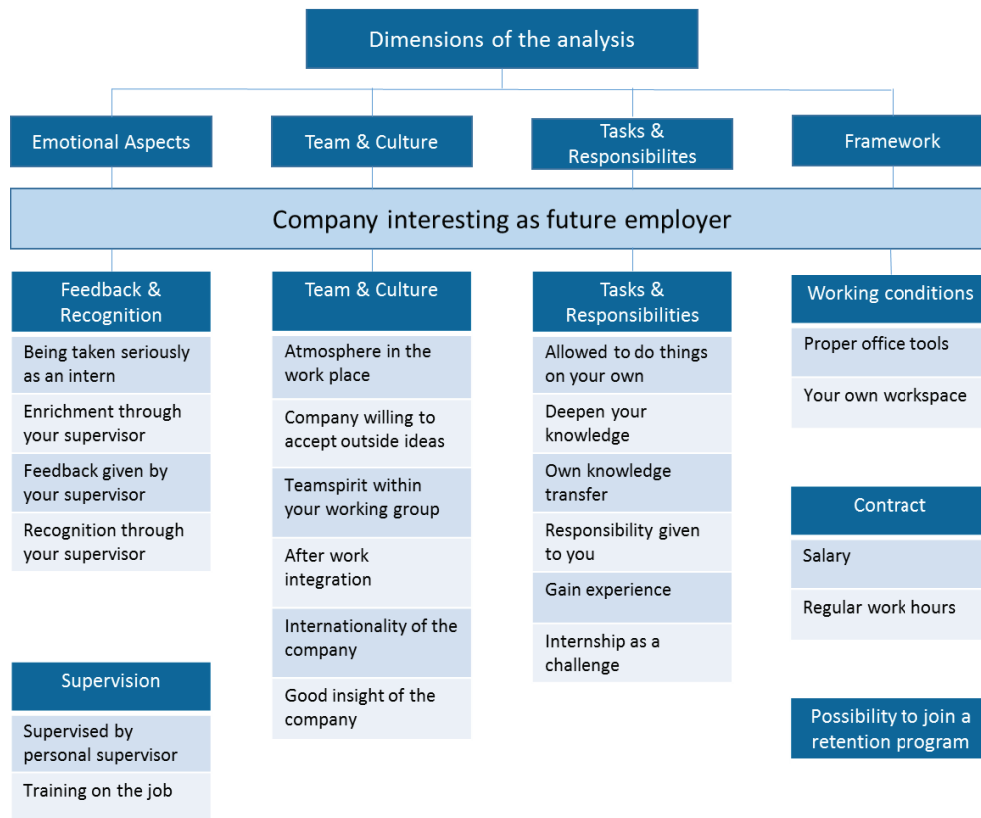


FIGURE 5: Determinants influencing the success of internships (Hilpert & Scheidt)

Development of the Survey

As discussed a survey regarding internships using the same questionnaire (Appendix 1) had already been carried out by one of the authors and Scheidt for the survey “Praktika als Instrument der Rekrutierung und Retention von High Potentials der Generation Y” (Scheidt 2013). The same questionnaire was used for the students of ESB and the company representatives in 2017 in order to accurately compare and contrast the results with those of the students and company representatives surveyed in 2012.

The data from the 2017 student survey (90 internships) were compared with the data from the 2012 survey (107 internships).

The results of this data collection in 2017 from the company representative survey (35 company representative at the 2017 “Firmen Forum” – a recruiting event at ESB Business school), however, were finally combined with the data collection carried out by Scheidt at the “Firmen Forum” 2012, at which time 29 company representatives participated as statistics showed no significance. The total data set of company representatives amounts therefore to 64 subjects.

Design of the Survey

For the student survey the students had select an answer for differentiation criteria about general information of the internship such as

- Which University of Hochschule Reutlingen IPBS network they were recruited through
- Length of the internship
- Size of the company according to number of employees
- Faculty of the graduate internship
- Industry of the company

Then the students had to indicate before they started their internship how important the 24 aspects/parameters of an internship are to them. After having finished their internship they had to rate their experience(s) based on the same 24 aspects/parameters. The company representative survey the respondents had to make assessments about what aspects/parameters they consider important to students. They would evaluate the levels of fulfillment of those expectations. A 11-point Likert scale was used consistently to obtain an uniform assessment (Likert 1932). The Likert scale, which was developed by the psychologist Rensis Likert, captures the intensity of participants' attitudes and feelings towards given items (Cross 2005)..

ANALYSIS OF RESULTS OF THE SAMPLE

This study compares the results of various demographic groups with regard to the importance placed by them on aspects of the internship as well as the level of satisfaction perceived by the respondents to the same aspects of internships. A double-sided T-Test was applied.

Comparison of results between the 2017 and 2012 student survey

The students interviewed in 2012 and 2017 studied until the 7th semester at all partner universities involved followed almost identical syllabi. It should be expected that only a few parameters of the 24 examined parameters have shifted in importance over time.

However, when looking at the data of the 2017 student survey and 2012 student survey, there are some statistically significant differences with regard to the importance students place on different aspects of the internship such as *Contract*, *Supervision* and *Team & Culture*. Interestingly, despite only a five-year gap between the surveys there are some significant differences across certain parameters.

Contract

Under the dimension, *Contract* there is a significant difference in *Salary* and *Regular Work Hours*. Students place a high importance on salary. Traditional benefits, salary and health insurance ranked most important among Millennials' job considerations. (Brown, 2009). A study found that Generation Y to which students in both surveys belong ranked Salary level the highest when it comes to the most attractive element of job rewards and benefits (Hays, 2013).

TABLE 5: Contract.

Parameter: importance				
Absolute				
Aspect	Group		Significance	Level
	2017 Students	all 2012 All Students		
Salary	7.54	6.41	YES	***
Regular work hours	7.45	6.56	YES	***

Students seek a career whereby they can contribute to society and enjoy a full and balanced life (Allen, 2004) as well as meeting personal goals (Eisner, 2005). Work/life balance may also reflect a desire for work and play, more than a need to accommodate juggling family and work/life (Schweitzer, & Lyons, 2010) This will have important implications for professional services firms in recruiting and retaining interns and future employees. (Smith, 2010)

Supervision

The 2017 students place a higher importance on the aspects of *Being Supervised by personal supervisor* and *Training on the Job*.

TABLE 6: Supervision

Parameter: importance				
Absolute				
Aspect	Group		Significance	Level
	2017 Students	all 2012 All Students		
Supervised by personal supervisor	8.33	7.50	YES	***
Training on the job	7.96	7.45	YES	**

Researchers have shown that internship experiences were more valuable when the intern had a mentor. (Callanan & Benzing, 2004) Another study found that the degree to which interns learn and receive mentoring from their supervisors during the internship, influences the interns' job satisfaction, affective commitment to the company, and career attitude and a positive attitude toward the industry of the internship. (Liu, Xu, & Weitz, 2011) A major part of Training in the job involves supervision from

designated trainers or experienced employees who have been properly prepared to deliver structured on-the-job training at regularly scheduled training sessions. (Walter, 2002)

Team and Culture

The mean of the parameter *After work-integration with work colleagues* for all 2017 students was 7.73 compared to the 2012 students mean of 6.90. Students do not want ‘colleagues’ at work but rather ‘workmates’ or friends. They do not seek a separation between work and personal life the way older generations do. (Landrum, 2017).

TABLE 3: Team and culture

Parameter: importance						
Absolute						
Aspect	Group				Significance	Level
	2017 Students	all	2012 Students	All		
After work-integration with work colleagues	7.73		6.90		YES	***

First Conclusion

The importance of the 24 parameters assessed by the 2017 students compared to the 2012 students’ data shows only a few significant differences. One can see that students have become more demanding in the past five years with regard to some parameters. The 2017 students have higher expectations than the 2012 students in particular with regard to work life balance, which we can see in the differences in the Importance parameters of *After work-integration with colleagues* and *regular work hours*. However, the experience rating of most other parameters of both groups was almost identical (Table not shown here).

The little to no difference in the experience ratings of 2017 and 2012 suggests that despite the two groups of students differing with regard to the importance of various parameters of internships, both groups are equally as satisfied/or not satisfied with their internship experience.

COMPARISON OF GERMAN STUDENTS AND INTERNATIONAL STUDENTS

The majority of students surveyed were recruited through ESB, Germany (56%). For this dual management degree all students are required to complete an internship in Germany. There was a significant difference between the German students and students from abroad in terms of the importance students place on the following dimensions Feedback and Recognition, Team and culture and Tasks and Responsibilities.

The research shows that Germans want more feedback and recognition compared to students from abroad. This is in contrast to the findings of (Molinsky, 2013) who says that from a German point of view, employees are expected to do a particular job, and when they do that job, they do not need to be recognized. These positive work behaviors are viewed as normal, rather than extraordinary.

With regard to Team and Culture Students from abroad find *After work-integration with colleagues* more important than German students. They are more concerned with social activities after work. The average importance on this parameter by Students from abroad was 7.76 compared to German students 6.89. Germany has a good reputation regarding atmosphere in the workplace. (Müller-Mundt, 2014). German companies also have significantly shorter working hours. The German Working Time Regulations (Arbeitszeitgesetz) regulate working hours on a legal basis. In Germany, almost 5% of employees work very long hours, less than the OECD average of 13%. (OECD, 2015, pp. 74–75).

TABLE 4: Comparison of German students and students from abroad across importance parameters

Parameter	Importance			
	Group		Significance	Level *, **, ***
<input checked="" type="radio"/> Absolute <input type="radio"/> Relative	German Students	Students from Abroad		
After work integration with colleagues	6,89	7,76	YES	***
Allowed to do things on your own	9,06	8,86		
Atmosphere in the working place	8,93	8,59	YES	*
Being taken seriously as an intern	9,20	8,50	YES	***
Company interesting as future employer	7,80	7,55		
Company willing to accept outside ideas	7,13	7,38		
Deepen your own knowledge	8,30	8,35		
Enrichment through your supervisor	8,60	8,05		
Feedback given by your supervisor	8,64	8,53	YES	**
Gain experience	9,04	8,86		
Good insight of the company	8,17	7,94		
Internationality of the company	7,59	7,79		
Internship as challenge	8,43	8,01	YES	*
Own knowledge transfer	7,47	7,63		
Possibility to join retention program	5,90	6,27		
Proper office tools	6,39	6,64		
Recognition through your supervisors	8,21	7,82	YES	*
Regular work hours	6,96	6,97		
Responsibility given to you	9,02	8,60	YES	**
Salary	6,78	7,10		
Supervised by personal supervisor	7,86	7,90		
Teamspirit within your working group	8,50	8,05	YES	**
Training on the job	7,63	7,74		
Your own working space	7,10	7,22		

COMPARISON STUDENTS AND RECRUITERS ACROSS IMPORTANCE PARAMETERS

The company recruiter for Business Studies students should know the importance of the parameters that are decisive for the selection of an internship by the students and know about its importance.

The column *Who S or R* of Table 5 shows which group (S- Students or R- Recruiters) placed more value on the parameter.

The research found that there are significant differences between the students and recruiters. Recruiters place more value on the following parameters under the *Team and Culture* dimension.

TABLE 5: Comparison of students and recruiters across importance parameters.

Parameter	Importance				
	Group		Significance	Level	Who? S or R
<input checked="" type="checkbox"/> Absolute <input type="checkbox"/> Relative	All Students	All Recruiters			
After work integration with colleagues	7,27	6,97		*,***	
Allowed to do things on your own	8,97	8,41	YES	***	S
Atmosphere in the working place	8,78	9,10	YES	*	R
Being taken seriously as an intern	8,89	9,46	YES	***	R
Company interesting as future employer	7,69	8,13	YES	*	R
Company willing to accept outside ideas	7,25	7,17			
Deepen your own knowledge	8,32	7,94			
Enrichment through your supervisor	8,36	8,05			
Feedback given by your supervisor	8,59	8,48			
Gain experience	8,96	8,81			
Good insight of the company	8,07	8,68	YES	**	R
Internationality of the company	7,68	6,90	YES	**	S
Internship as challenge	8,24	7,29	YES	***	S
Own knowledge transfer	7,54	7,37			
Possibility to join retention program	6,06	6,70	YES	*	R
Proper office tools	6,50	6,22			
Recognition through your supervisors	8,04	8,22			
Regular work hours	6,97	6,92			
Responsibility given to you	8,84	8,29	YES	***	S
Salary	6,92	6,92			
Supervised by personal supervisor	7,88	8,00			
Teamspirit within your working group	8,30	8,51			
Training on the job	7,68	7,89			
Your own working space	7,15	6,40	YES	***	S

Team and Culture

Recruiters place more importance on the following aspects of internships than students do. Atmosphere in the workplace, Company interesting as future employer, Good insight of the company. Recruiters

also consider Possibility to join a retention program and Being taken seriously as an intern more important than students do on average.

TABLE 6: Team and culture

Importance				
Aspect	Group		Significance	Level
	All students	All recruiters		
Atmosphere in the work place	8.78	9.10	YES	***
Company interesting as future employer	7.69	8.13	YES	*
Good insight of the company	8.07	8.68	YES	**

Tasks and Responsibilities

Students place more value on the dimension *Tasks and responsibility* than recruiters do. It is surprising that recruiters do not seem to know the importance the students place on these parameters. The findings show that students want to carry out independent work. Students want more responsibility and they want to feel that the work they are doing is worthwhile. Responsibility appeals to interns as they feel that their work is meaningful and actively contributing to the company. Recruiters do not consider this aspect of internships as important as the students do. Under the parameter, *Internship as a challenge* the mean for students is 8.24 and for recruiters is 7.29. These results are not surprising given that much research indicates that Generation Y students like challenging, interesting and stimulating work. (Sherman, 2014) In addition, *Internationality of the company* and *Your own working space* were not considered as important by recruiters as they were by students. This suggests that companies do not understand the needs of the interns fully.

TABLE 7: Tasks and Responsibilities

Parameter: importance				
Absolute				
Aspect	Group		Significance	Level
	All students	All recruiters		
Allowed to do things on your own	8.97	8.41	YES	***
Responsibility given to you	8.84	8.29	YES	***
Internship as a challenge	8.24	7.29	YES	***

Feedback and Recognition

Generation Y to which all the students of the two surveys belong seek recognition for their accomplishments (Sherman, 2014) and instant gratification rather than long-term investments of time and effort (Southard & Lewis, 2004). So much so that Generation Y is also referred to as "The Trophy Generation" (Tolbzie, 2008) due to the "everyone's a winner" mentality with which they were raised. This need for feedback and praise can be very motivating as interns are willing to put in effort to achieve it.

COMPARISON OF STUDENTS AND RECRUITERS RATINGS

This analysis compares the students' rating of their internships to how the company representatives/recruiters rate the internship offered by their firm.

TABLE 8: Comparison of students and recruiters ratings

Parameter	Rating	Group				
		All Students	All Recruiters	Significance	Level	Who? S or R
After work integration with colleagues		6,63	7,06			
Allowed to do things on your own		7,52	7,94	YES	*	R
Atmosphere in the working place		7,56	9,02	YES	***	R
Being taken seriously as an intern		7,82	8,70	YES	***	R
Company interesting as future employer		6,65	8,49	YES	***	R
Company willing to accept outside ideas		6,44	7,25	YES	***	R
Deepen your own knowledge		7,22	8,06	YES	***	R
Enrichment through your supervisor		7,16	8,00	YES	***	R
Feedback given by your supervisor		7,43	8,22	YES	***	R
Gain experience		8,36	9,21	YES	***	R
Good insight of the company		8,02	8,49	YES	*	R
Internationality of the company		8,22	7,49	YES	*	S
Internship as challenge		7,46	8,02	YES	*	R
Own knowledge transfer		6,49	7,14	YES	**	R
Possibility to join retention program		5,28	5,92			
Proper office tools		7,09	8,25	YES	***	R
Recognition through your supervisors		7,76	8,16			
Regular work hours		7,54	7,46			
Responsibility given to you		7,83	8,00			
Salary		6,85	7,90	YES	***	R
Supervised by personal supervisor		7,32	8,43	YES	***	R
Teamspirit within your working group		7,25	9,00	YES	***	R
Training on the job		6,95	8,00	YES	***	R
Your own working space		8,06	7,71			

The column *Who S or R* of Table 7 shows which group (S- Students or R- Recruiters) rated the parameter more highly.

Company representatives on average rated themselves higher in almost all parameters of the internships than what the students rated their personal experience of internships. The difference can be explained by the fact that HR managers tend to rate some companies better than they actually do from the trainee's point of view. The findings suggest companies are actually not meeting the expectations of

students with regard to these aspects of internships. Not only do companies not understand the expectations of students but also they are unaware of the discrepancy that exists.

CONCLUSION

The comparison of students surveyed in 2017 vs 2012 resulted in minor shifts in importance of the 24 examined parameters over the 5 years. The 2017 students have higher expectations of internships than the 2012 students. However, the experience rating of both groups was almost identical which suggests that despite the two groups of students differing with regard to the importance of various parameters of internships, both groups are equally satisfied after having been in an internship.

The data show significant differences between the German students and students from abroad in terms of the importance students place on the dimensions *Feedback and Recognition*, *Team and Culture* and *Tasks and Responsibilities*, whereby the Germans found many parameters to be more important.

The research found that students and recruiters show significant differences in how important they considered various aspects of internships. The finding from the empirical research suggest that companies seem to have little knowledge of what is important to students.

Furthermore, the students and recruiters rating of the fulfillment of those aspects through the student's internship experience and through the company representative's knowledge of the internship offered by the company also showed significant differences. Companies overrated themselves in nearly all parameters. A suggestion is that at the end of an internship students should rate the company across the different parameters and give feedback to the company.

RECOMMENDATIONS FOR FUTURE RESEARCH

The results of the present study show interesting results for a small group of students and companies. It would be highly interesting for the companies, are the results found only relevant for ESB Business School Reutlingen, IMX, or are the results generally valid for Business School students? In this context, it would be conceivable to extend the study to other comparable business schools in Germany or even to conduct a study for business school students in internships worldwide.

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APPENDICES

Appendix 1: Questionnaire in German for students of International Management

Bewertungsbogen Praktika – IMX

<input type="checkbox"/> Student <input type="checkbox"/> Studentin	2 Rekrutiert durch:	<input type="checkbox"/> BSB <input type="checkbox"/> Lancaster <input type="checkbox"/> Breda <input type="checkbox"/> Madrid <input type="checkbox"/> USA <input type="checkbox"/> Piacenza <input type="checkbox"/> Dublin <input type="checkbox"/> Puebla <input type="checkbox"/> Krakau <input type="checkbox"/> Reims	5
In welchen Unternehmen haben Sie Ihre Praktika absolviert? NAME des/der Unternehmen(s)		NAME Unternehmen 1	NAME Unternehmen 2
Gesamt-Dauer Ihres Praktikums a) Bis 2 Wochen b) 3 – 4 Wochen c) 1 – 3 Monate d) 3 – 4 Monate e) Mehr als 4 Monate		Buchstaben hier eintragen oder Buchstaben hier eintragen	Buchstaben hier eintragen oder Buchstaben hier eintragen
Das Unternehmen Ihres Praktikums hatte ... Mitarbeiter a) 1-10 b) 11-50 c) 51-100 d) 101-500 e) 501-1500 f) 1.501-2.500 g) mehr als 2.500		Buchstaben hier eintragen oder Buchstaben hier eintragen	Buchstaben hier eintragen oder Buchstaben hier eintragen
Sie waren im Praktikum im Bereich ... a) Buchhaltung/Controlling/Rechnungswesen b) Consulting c) HR d) IT e) Konstruktion f) Logistik g) Marketing h) Mengen & Acquisitions i) Produktion j) Forschung & Entwicklung k) Vertriebs l) andere		Buchstaben hier eintragen oder Buchstaben hier eintragen	Buchstaben hier eintragen oder Buchstaben hier eintragen
Die Branche des Unternehmens war... a) Gesundheitsk. b) IT c) Tourismus & Unterhaltung d) Transport/Verkehr e) Maschinen- & Anlagenbau f) Automobilindustrie g) Finanz- und Versicherungswesen h) Energiewirtschaft i) Lebensmittelbranche j) Consulting k) Pharma-/Chemieindustrie l) andere		Buchstaben hier eintragen oder Buchstaben hier eintragen	Buchstaben hier eintragen oder Buchstaben hier eintragen
0 Punkte = total unwichtig bzw. schlechte erfüllt 10 Punkte = ganz wichtig bzw. hervorragend erfüllt		Wichtigkeit für mich Punkte von 0- 10	Erfüllunggrad durch die Unternehmen Punkte von 0-10
Dinge tun dürfen /Handlungsmacht			
Integration nach Arbeitsende durch Mitarbeiter			
Atmosphäre/Klima im Unternehmen			
Als Praktikant ernst genommen werden			
Unternehmen interessant als zukünftiger Arbeitgeber			
Offenheit des Unternehmens für Ideen von außen			
Wissen verlernen			
Förderung durch Vorgesetzte			
Feedback durch Vorgesetzte			
Praktische Erfahrung			
Einblick ins Unternehmen bekommen			
Innovationskraft des Unternehmens			
Praktikum als Herausforderung			
Wissen umsetzen			
Möglichkeit der Aufnahme in ein Bindungsprogramm			
Arbeitsplatzsicherheit			
Anerkennung durch Vorgesetzte			
Angemessene Arbeitszeiten			
Verantwortung übertragen bekommen			
Hilfe der Beziehung			
Betreuung durch einen Ansprechpartner			
Teambuild in Ihrer Arbeitsgruppe			
Einbettung ins Arbeitsgebiet			
Eigener Arbeitsplatz			

Appendix 2: Questionnaire for company representatives

Evaluation Praktika – Partner Unternehmen - FiFo

<input type="checkbox"/> männlich <input type="checkbox"/> weiblich		2 NAME Ihres Unternehmens	
Bitte unterstützen Sie Frau Maxwell bei ihrer Bachelor-These			
Danke			
Prof. Dr. Dörner Hilpert			
Ihr Unternehmen hat Mitarbeiter:		3	
a) 1-10	b) 11-50	c) 51-100	d) 101-500
e) 501-1500	f) 1.501-2.500	g) mehr als 2.500	
Ihr Unternehmen gehört zu folgender Branche:		8	
a) Gesundheit	b) IT	c) Tourismus & Unterhaltung	
d) Transport/Verkehr	e) Maschinen- & Anlagenbau		
f) Automobilindustrie	g) Finanz- und Versicherungswesen		
h) Energiewirtschaft	i) Lebensmittelbranche		
j) Consulting	k) Pharma-/Chemieindustrie	l) andere	
0 Punkte = total unwichtig bzw. schlechte FÜR	Wichtigkeit m.E. für Studenten	Erfüllungsgrad durch unser Unternehmen	
10 Punkte = ganz wichtig bzw. herausragend erfüllt	Punkte von 0-10	Punkte von 0-10	
Dinge an denen /Handlungsmaße			
Integration nach Arbeitsende durch Mitarbeiter			
Atmosphäre/Klima im Unternehmen			
Als Praktikant ernst genommen werden			
Unternehmen interessant als zukünftiger Arbeitgeber			
Offenheit des Unternehmens für Ideen von außen			
Wissen vertiefen			
Förderung durch Vorgesetzte			
Feedback durch Vorgesetzte			
Praktische Erfahrung			
Einblick ins Unternehmen bekommen			
Internationalität des Unternehmens			
Praktikum als Herausforderung			
Wissen umsetzen			
Möglichkeit der Aufnahme in ein Bindungsprogramm			
Arbeitsplatzgestaltung			
Anerkennung durch Vorgesetzte			
Angemessene Arbeitszeiten			
Verantwortung übertragen bekommen			
Hilfe der Beratung			
Betreuung durch einen Ansprechpartner			
Teamgeist in ihrer Arbeitsgruppe			
Einbettung ins Arbeitsgebiet			
Eigener Arbeitsplatz			