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University of Wales

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Programme	BBA (HONOURS) in HUMAN RESOURCE MANAGEMENT
Module Name	Changemakers: Creativity and Value Creation (IUBA5002)
Submission Dateline	9 th September 2024
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Declaration of Work

I hereby declare that the assignment titled [Reflection on Research Process] submitted for the course [Changemakers: Creativity and Value Creation (IUBA5002)] is my own original work. I have acknowledged all sources of information and data that have been utilized in the preparation of this assignment. I have not submitted this work in its entirety or in part for any other course or academic requirement. I have adhered to the ethical guidelines and academic standards set forth by University of Wales Trinity Saint David. By signing below, I affirm that this submission is a product of my independent effort and intellectual labor.

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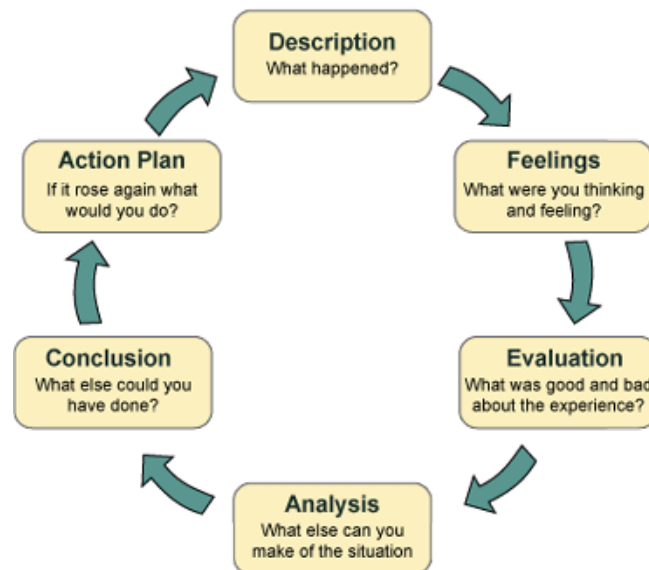
[9 September 2024]

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1.0 IDENTIFYING A PROBLEM

Gibbs Reflective Cycle



The overall of this report will be based on the Gibbs Reflective Cycle with accordance of assessment 1 that I have completed with due to my research question on *how effective internship programmes impact interns*. The problem that I have identified was the gap between internship programs impact interns. Due to my previous experience, as a HR talent acquisition intern, I have noticed that some interns lacked such skills to transition into full-time positions as their internships ended. Some companies gave proper and thorough organized internships that is able to furnish the interns with the skills they needed, however, some companies gave them inadequate direction that can result them to lacking practical experience (Clarke, 2018). This difference made me feel both worried and having a growth of curiosity when it comes to determining the essential components that set successful internship programs apart from unsuccessful ones drove my motivation.

With taking credibility to this, I think I successfully pinpointed a noteworthy issue. Unfortunately, the issue of internships is wide and complex, so at first, I had trouble limiting the scope on whether to aim the problems interns faced during an internship or the onboarding process interns faced. Both of these issues are quite different, and difficult to choose in between as when it comes to identifying the problem in onboarding, it can be viewed at a wider scope where all organizations undergoing onboarding is the most general process when it comes to hiring individuals. As for internship programmes it is targeted

at a more limited scope of target groups such as undergraduate students undergoing internship as a university requirement to graduate.

This issue's significance stems from its effects on organizations and interns alike. Professional development and the establishment of a robust talent pool are dependent upon the effectiveness of internship programs (Jackson & Collings, 2014). Concluding the study involved determining the issue was an essential stage. It laid the groundwork for a significant investigation that might offer insightful advice to academic institutions and HR specialists. To assist in swiftly focusing the problem, I would undertake an initial literature review earlier in the process of any future research.

2.0 SETTING A RESEARCH QUESTION

By giving an organised path for research, this reflective model gives a methodical approach to investigating how internships impact interns' experiences. A clear research question was important especially to the readers and audience however I had difficulties differentiating formulating a research question and a research statement. I believe statements has the capacity to widely cover many issues however to make things less complicated setting a research question was a lesson learnt for me. Initially I was aiming to include how such strategies or solutions on can organizations retain its interns, but it was out of my scope and knowledge. With the help of clarity from my professor, I was able to understand better and start from the things that I am knowledgeable enough.

The need of posing a question that is both precise and comprehensive enough to address the essential elements of internships is the main point of reflection I want to make. The study question should encompass the intern's whole experience, from the account of their learnings to the professional and emotional analysis of their development, and finally, practical recommendations for future work. I'm sure the study will capture the subtleties of the intern experience—from first impressions and assessments to practical recommendations for future program enhancement—because it will make use of Gibbs' Cycle.

I also consider the difficulty of striking a balance between technical precision and real-world applications. A greater understanding of the personal and professional development that occurs during internships is made possible by the application of Gibbs' model, which contributes to closing that gap (Gardner, 2020). The research is guaranteed to assess current programs and provide a meaningful contribution to change through the reflection cycle.

This is where I had may trials and error when it comes to the setting up the right research question ensuring clarity and depth that it just enough for me to proceed instead making it complex. In my further research, I am keen to aim to provide strategic solutions if I had the opportunity when I have reached to a professional level in my career or education that aims to help the future of HR especially towards interns and employee retention.

3.0 DECIDING ON THE RESEARCH APPROACH

I found myself thinking carefully about how to effectively capture the intricacies of intern experiences when choosing the research strategy for my study on the effectiveness of internship programs. I had a variety of research methodology alternatives at the beginning of the process, including mixed-method, qualitative, and quantitative approaches. It was difficult for me to choose a single strategy because my goal was to investigate both the interns' personal reflections and quantifiable results like skill acquisition and professional advancement. I was first unsure of which course of action to take and hesitated to decide. While quantitative methods would yield specific data on program efficacy, qualitative methods were most suited for capturing the subjective experiences and feelings of interns. I was worried that selecting one over the other would make my research less comprehensive. This conflict caused me to reevaluate if using mixed methodologies would be the best way to fairly represent both viewpoints.

I assessed my options and became aware of the benefits and drawbacks of each strategy. While extensive, in-depth descriptions of interns' experiences are provided by qualitative methods like focus groups and interviews, they might not be very generalizable. Although quantitative methods, such as statistical analysis and surveys, provide more extensive data collecting, they may miss the complex individual experiences of interns. At this point, I realized that both viewpoints were necessary to comprehend the complete significance of internships.

As I considered my situation, I thought about the purpose of the study, which is to improve internship programs by providing practical insights and understanding the effects of internships on interns. This made me believe that the most complete solution would be a mixed-method approach. In addition to using quantitative surveys to track outcomes like skill improvement, and overall satisfaction, it would enable me to collect qualitative data through the usage of open-ended questions, which might capture interns' reflecting thoughts and emotions.

After giving my decision-making process some thought, I decided that a mixed-method approach would best support my research objectives. It would provide an in-depth examination of both objective and subjective elements, guaranteeing a comprehensive comprehension of the various ways internships impact interns.

4.0 DATA COLLECTION

Using a mixed-methods approach, I combined quantitative and qualitative surveys. I was nervous and excited at the same time because I was eager to hear how much the interns would reflect and was overly concerned about where interns would share their personal reflections that could be sensitive information or challenging aspects. Nevertheless, the majority were candid in discussing their work and personal situations, which sparked enlightening experiences. This shows that the level of openness is able to express both negative and positive experiences of the interns.

Even if the depth of responses varied, some participants were able to provide extensive reflections, others found it difficult to think deeply, especially throughout the stages of feeling and analysis. The data analysis revealed the significance of skill development, structured activities, and mentorship in influencing successful internship results. While those with ambiguous positions felt disengaged, those who got support and had defined goals expressed higher levels of satisfaction.

I believe to have more understanding towards my participants, in the future of data collection, I plan to conduct follow-up interviews instead of conducting surveys as a qualitative method where it helps to capture more insights and their overall experience face-to-face and feel their emotion and body language portrayed.

5.0 PRESENTING YOUR IDEA

Under this section, presenting my ideas was critical especially towards my audience. This is where I have 2 approaches to present my ideas which is through a pitching and through an academic conference poster. The pitching was delivered to peers while the academic poster was presented towards academics in the fields of human resource management and talent acquisition. Both of these formats conveyed both verbal and non-verbal communication clearly along with visual aids that represents the ability for the audience engage.

The pitching, I felt nervous due do the time limitation where I had 3 minutes to pitch out the best to present the importance and value of my research, this is where it led me to stay more focus. As for the academic poster, I had difficulties of putting the most important data to fulfil the expectation of the audience. This greatly impact my self-esteem. However, I felt accomplished as I am able to share my meaningful findings and conversations to reach out and connect the audience. I felt relief with all the findings portrayed.

To sum up for this section, I must refine my areas of improvement in terms of explaining my complex ideas without losing such clarity and ensuring the audience engage well. In further improvements, I plan to join pitching workshops or a Toastmasters club to enhance my communication skills to deliver impactful presentations in professional and academic settings (Joshi, 2022).

6.0 ANALYZING DATA

During this stage, the responses were gathered by interns on their experiences during their internships. This involves both qualitative and quantitative insights from the surveys in a mixture of both open-ended and close-ended questions. Overall, the focus was to understand the overall data and analyze it precise. However, I experienced curiosity on whether how the data can support my assumptions made and how can it greatly contribute towards my research. Apart from that, I also felt a sense of responsibility where I have to capture the experiences accurately without such biases that interprets my data.

This is where I was able to find patterns when analysing data, it revealed both negative and positive aspects of the experiences. Some expressed feelings of frustration and some shared how prepared they are for future full-time roles. I find this duality struck towards me as there are certain areas needed for enlightenment and the remaining areas shows for effective internship programs are.

The diversity of experiences is what brings how unique can data be analysed and the outcome of it. My final thoughts towards this section are that the analysis of the intern's development is greatly facilitated by a well-organized internship that is backed by mentorship, explicit expectations and complimentary feedback. In addition, I discovered that I could take this analysis to a next step where I could create these findings to create practical suggestions for improving internship programs in the future of my HR career. It involves the value of committed mentorship and accommodating the varied demand of interns.

7.0 FORMULATING CONCLUSIONS

As I studied the statistics, I realised how internships affect personal and professional progress. Clear thinking gave me more confidence in my judgements. The evaluation revealed that good internship programs significantly impact interns. Structure, support, and mentorship in these programs maximise intern development. In addition to technical skills, interns learn communication, teamwork, and problem-solving. Interns in poorly organised internships feel detached, underutilised, and unmotivated. Thinking about positive and negative outcomes sharpened conclusions.

The most effective internship programs offer clear objectives, consistent feedback, and real-world skill application opportunities. In addition, well-structured programs that encouraged reflection during the internship phase helped interns become more self-aware and adaptable. Effective internship programs go beyond workplace experience, as concluded in this research. They shape future professionals by encouraging interns to reflect, adapt, and grow. Good internship programs produce confident, capable, and job-ready interns.

Furthermore, organisations should incorporate reflective approaches like Gibbs' Cycle into internship programs. Organisations can foster personal and professional growth by encouraging interns to reflect at each level. All internships should include regular feedback, goal setting, and reflection to help interns develop technical skills and a better knowledge of their personal and career goals.

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