

Internship Guide
Internship 1
Appendix 7 EER

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Introduction

An HBO (University of Applied Sciences) degree programme is aimed at delivering students who are well prepared for the job market. Practice plays a major role in the business administration degree programme of Inter College Business School (ICBS). In year 1, the student will be introduced to professional practice through two projects: the Quick Scan project and the Social Entrepreneurship project. In the second year, the student will do their first internship. The second year of the BBA degree programme – ICBS Business Administration – ends with a 10-week internship (**Internship 1**). This internship consists of two parts: The student will gain work experience and he/she will carry out research for the company. The research is well defined, managerial and of practical value to the company.

This internship consists of two parts: The student will gain work experience and he/she will conduct research for the company.

The principle behind this internship are the learning objectives that have been established together with the student.

The learning objectives relate to the student's own performance as a future professional. Some examples are precision, willingness to change, proper communication, sensitivity to the organisation, assertiveness, accuracy, consulting with others in a timely manner, independence, finishing what you start within the time allotted (perseverance).

1 Purpose of the internship

1.1 Work activities within the company

The student will apply the theory he has learned in the company. He recognises which role the departments in a business have and which practical issues are solved there. He recognises how all parts of the business interact and contribute to the success of the business. He experiences what the things he has learned mean in day-to-day practice, what day-to-day problems a manager is faced with and how these are solved. He takes part in work processes that support management.

The student carries out work that prepare him for a middle management position and that can be done in a structured way within the fixed deadlines. The work activities have to relate to the degree programme (Bachelor of Business Administration). Examples include independently researching, composing, recording, archiving, structuring and evaluating information, supporting processes, creating process descriptions, creating and safeguarding plans, collecting and analysing data, appointment scheduling etc.

Hands-on work in supermarkets, production companies or call centres is not allowed for instance. At the end of the internship, the student will reflect on his performance, work activities and the achievement of his objectives. He/she will record this in a self-reflection report with log.

1.2 Practical research

The student will apply the knowledge he has learned at school. He makes a brief analysis of the organisation that he will use to motivate the importance of the research assignment and its added value to the company.

He translates the assignment to a research design and conducts the research. He records the research in a research report. The result of the research and the resulting recommendations/solutions will be presented by the student to the management of the company.

For ten weeks (four days per week, eight hours per day. Two of the four days helping out in the company, two of the four days working on his practical research).

1.3 Learning objectives Internship 1

The student

- can perform structured tasks in support of management;
- can observe how the organisation works (processes, lines, input, output) and chart the organisation in an insightful way, aimed at the research he will conduct;
- can describe (parts of) primary, supporting or managing processes within the company and if necessary, test their efficiency;
- can complete work and tasks as described above within the time allotted.
- can formulate learning objectives that are clearly based on the objectives of the degree programme and indicate how he wants to achieve these during the internship;
- can reflect on learning experiences and translate these to a Personal Development Plan aimed at improving his own performance;

In the practical assignment, he/she shows that he/she

- is able to analyse an organisation using general theoretical knowledge, to conduct brief research into an issue relevant to the company, and correctly applying models, methods and instruments;
- charting the organisation correctly with the help of theory, correctly showing the relevant external factors and internal situation;
- can highlight important aspects for the intended research;
- can create a problem definition;
- can translate that into a feasible research design;
- can substantiate the design using the theory he has learned during his studies;
- can correctly carry out the research;
- can offer practical solutions and can indicate what these mean for management, including financial consequences;
- can gather and analyse relevant information and correctly process it into a report;
- can record everything professionally in a research report;
- can present his findings to a team of professionals.

1.4 Level indication

At the end of Internship in year 2, the student is expected to have reached level 2 described below. At the end of year four of the programme, the student is expected to have reached level 3.

Competency level	Level 1	Level 2 (Associate Degree)	Level 3 (HBO Bachelor)
Complexity of the task	Structured; known methods can be applied directly in accordance with established standards.	Less structured; applies known methods in various situations.	Complex and unstructured; improves methods and adjusts standards to the situation.
Complexity of the context	Known, simple, structured context.	Known, more complex, partly structured context.	Unknown, more complex and (partly) unspecified context.
Complexity of actions	Works mostly with routines and receives instruction.	Works with guidelines and procedures, explores matters of complexity in his work.	Analyses problems, questions and issues in complex situations independently, develops new procedures and approaches, uses creativity when approaching and carrying out assignments.
Responsibility	Is responsible for his own tasks, formulates learning objectives Is accountable for the progress.	Creates his own plans, negotiates about those plans. Is accountable for decisions and results (evaluates these from a time perspective).	Works pro-actively Is accountable and professional to who gave him the assignment and colleagues regarding information gathering, choice/development of theory and the chosen solution. Is open for criticism from others.
Transfer of knowledge and skills	Has the necessary basic knowledge and skills for routine work within an internal project or for an external client.	Has extensive knowledge, skills and some experience and delivers good performance in a variety of organisations.	Analyses his own situation, fills in gaps within his own knowledge using self-directed learning, gains new skills where necessary, thinks and works with a perspective on issues that transcends the organisation and sector.

Source: Opleidingsprofiel Bedrijfskunde MER 2014, D. Brouwer

2 Scope and duration of Internship 1

The internship takes place during ten consecutive weeks in block two of the second year. The student will be at the company four days a week. The fifth day (Friday) is reserved for working on internship assignments and internship return days (STKD in Dutch), when the student will be expected at ICBS.

Before the internship, during block 1, the student will look for an internship company and learn more about the company. For the complete time frame, consult appendix 9.

Start looking for an internship company in October. We are always available if you have questions or need a sounding board. (Rich Hooff and Cornelia Spiess). Make an appointment at stage@intercollege.nl

Study load and workload specification

434 hours = 15.5 EC

Divided into:

- | | |
|---|-----------|
| - Application, internship request, research design: | 58 hours |
| - Number of hours working at the company including research: | 320 hours |
| - Completing research report and internship report (self-evaluation report with log): | 40 hours |
| - Presentation with preparation: | 16 hours |

Students will keep a log in which they clarify and account for the hours they spend.

The company coach will sign the 'hours' form from appendix six and will write a letter of recommendation for the student at the end of the internship period.

3 Rules

ICBS emphasises 'professional behaviour'.

This means that it should go without saying that the student complies with codes of behaviour that can be expected of a professional. Using phones, internet, email for personal use during working hours is definitely not allowed.

Assertiveness is desired, but it should be an appropriate level of assertiveness, not 'going at it alone' without coordinating with the supervisor.

When communicating with stakeholders, the student should comply with conventions as well (including email).

Assertiveness is desired, but it should be an appropriate level of assertiveness, not 'going at it alone' without coordinating with the supervisor. More concretely, this means that the student has to regularly discuss his observations and ideas or recommendations with the company coach. It is a good idea to create regular appointments for meetings between the company coach and student for this. In addition, the student has to send a brief report to the ICBS internship supervisor every week,

describing his/her progress.

The student may **not** work from home one of the four mandatory days per week. Fridays are reserved for working on reports etc.

In the case of problems or questions, we request that the company/company coach informs us right away. This can be communicated directly to the internship supervisor and to stage@intercollege.nl. Of course, we assume that the intern, with proper instructions and a realistic time frame, can be employed for supportive tasks that fit his/her degree programme and that contribute to the development of the necessary professional skills and a feel for the culture of the organisation.

4 Absence and making up lost hours

If the student is sick, he needs report this to his internship company immediately on the day itself **and** to stage@intercollege.nl. If the student is sick for longer than two days, a sick note by a doctor needs to be provided to ICBS. Sick days have to be made up, in consultation with the internship supervisor and the company coach.

If the student cannot sufficiently meet the assessment criteria (see the overview 'competency level 2' on the next page and appendixes 3-5 assessment frameworks) within the time allotted by the Education and Exam Regulations (OER in Dutch, article) 8, the student will have to redo Internship 1.

5 Internship company – place of internship

In order to get a feel for organisation, the interaction between departments and the control of processes, the organisations needs to have at least 15 permanent employees (full time, not being interns).

Family ties are not allowed because the student has to be given the opportunity to prove himself/herself in a new organisation.

Internship 1 cannot be completed abroad, because this would make things too complex.

6 Application– internship request – research design – actual internship

The student will look for an internship company and apply for an internship during the first block of the academic year. Next, the student will compose his internship request in which he/she describes the organisation in a quick scan, indicates what type of work he/she will be doing during the internship, what he/she wants to learn and what he/she intends to research. We would like to receive this request by early October, so there is enough time to provide feedback and assess it. The internship request is a GO moment, meaning that is has to be officially assessed by an examiner with a passing mark (GO), or the student will not be allowed to start the internship.

After approval, the student will ensure that ICBS (stage@intercollege.nl) will receive the internship agreement (see appendix 2) filled out by the student and the internship company.

In the weeks prior to the internship, the student will visit the company once or twice to gather more detailed information for the analysis of the organisation. For instance, by interviewing someone and formulating a clear problem definition.

This will be developed into a research design. This research design will be assessed by the internship supervisor for feasibility and managerial approach of the degree programme, so research can start at the beginning of the internship right away.

For the internship request and research design, the student will receive a document that describes the structure and explains the required parts.

The time frame is included in appendix 9.

After ICBS has approved the internship request and before the internship starts, the student will visit the company once or twice to gather more detailed information for the analysis of the organisation.

7 Supervision and assessment

The company coach from the internship organisation has at least a management position and an HBO (University of Applied Sciences) level.

The company coach will provide the work activities. He/she will guide the student and provide feedback on their performance. A feedback form has been developed for providing the feedback. Interim and at the end of the internship, the company coach will conduct feedback interviews. At the end of the internship, he/she will record his/her assessment in the assessment form (appendix 2), and describe his/her impression of the student's performance in a short letter of recommendation.

The internship supervisor from ICBS will help set the learning objectives with the student and safeguards the level of the work. He will visit the company before the internship to coordinate the research design and will supervise the research.

During the second company visit, the internship supervisor, student and company coach will again coordinate precisely which work the student carries out as well as further work on the research. At the end of the internship, the internship supervisor and company coach will evaluate the student's performance and the output from the research.

The student ensures that the internship supervisor and company coach have the necessary contact details and will arrange the appointments for visits. Based on the conversations, the student will write a conversation report that he will send to the internship supervisor and company coach within two working days. He/she will also ensure that the internship request, internship contract, research design and final reports are sent to stage@intercollege.nl by the agreed deadlines.

At the end of the internship period, the student will present his research findings to the company coach/management.

The **internship supervisor** will assess the research design. At the agreed date, the student will digitally submit his research design to the internship supervisor, the company coach and the internship office. The assessment criteria are described in appendix 3. The internship supervisor will assess the design based on these criteria. The company coach will give his assessment regarding the feasibility and practical value.

At the end of the internship period, the student will present his research findings to the company coach/the management. The quality of the presentation is part of the final assessment/letter of recommendation of the company coach.

Two weeks after the internship has ended at the latest, the student will submit his reports to the internship supervisor and company coach for assessment. The mark is determined by the graduation supervisor and the second assessor from ICBS.

Internship 1 will have been successfully completed if

- the total number of hours (320 hours) at the internship company has been completed in accordance with the requirements
and
- The internship report with log and the self-evaluation have been given a sufficient mark by the internship supervisor and the examiner
and
- the presentation and the underlying complete documents has been given a sufficient mark by the internship supervisor /examiner.
-

8 Summary of the assignments

- The student can indicate the relevant criteria based on which he has chosen the company;
- He carries out supporting management tasks and contributes to primary, supporting or managing processes within the company. He observes how the organisation works (processes, lines, input, output);
- Prior to the internship, the student will estimate his starting level using the assessment form (see appendix 2) and tests that assessment during the internship using the company coach's findings. Interim, he will evaluate his learning process with the company coach;
- During the internship, the student will reflect on his learning objectives. When necessary, he will adjust his plan that he has made in advance;
- With the help of instruments such as SWOT, he substantiates and proves which level he has achieved and which new learning objectives he sets to grow to level 3;
- He makes learning moments concrete using practical examples, and connects these to theory (for instance from the Management Skills module);
- He demonstrably applies knowledge from the degree programme;
- He can reflect on his learning experiences and translate these to a Personal Development Plan aimed at improving his own performance;
- He processes criticism in an effective improvement plan for his competencies and attitude;
- At the end of the internship, the company coach will give his final assessment. The student will include this feedback in his self-reflection report.

The student

- Analyses the company in general and shows that he can apply relevant knowledge related to the theory learned in year 1 and 2;
- He coordinates with the company coach and ICBS internship supervisor which matters he will focus on in his research.
- He gathers the necessary information, such as relevant external factors, and correctly represents the internal situation;
- He clarifies the problem, determines the goal and translates this to a research design.
- He researches the problem systematically and by applying the right systems and models, techniques and instruments.
- He provides useful and relevant recommendations for solutions, including financial justification and records the research in a research report;
- He presents the general ideas of the research to the management.

9 Final mark

The company coach will give his assessment regarding the intern's performance in accordance with appendix 6 and a letter of recommendation. This is included in the final mark for the self-evaluation report.

The completed assignments (research report and self-reflection) are assessed by the internship supervisor and the second assessor in accordance with the assessment frameworks (see appendix 3,4,5). They will award the final mark.

Weighting: internship report (self-evaluation report with log including the research design and research results) 75%, presentation 25%. Both need to have been given at least a sufficient mark (>5.5).

10 Overview of documents to be submitted

The internship file contains the documents below:

- Internship request: digital
- Internship agreement: in triplicate, hard copy
- Research design: digital
- **Internship report: Self-evaluation, reflection on work activities and learning objectives, log and handouts from the company presentation with underlying documents (results): Digital and two (with quality binding) hard copies.**
- Statement of hours: signed original and scanned digital version
- Statement of own work: signed original and scanned digital version
- Company coach assessment: signed original and scanned digital version
- Letter of recommendation: signed original and scanned digital version

Please use the correct file name for digital documents:

surname, initial, document name, date (Example: Meijer, C. internship report 20160717 v2.0) and version number.

All documents that are submitted for assessment have to be sent digitally to the ICBS internship supervisor and to stage@intercollege.nl by the **agreed deadline** .

The bound hard copies (research report and internship report are separate documents!) are submitted to ICBS' administration together with the statement of own work.

Dates and deadlines have been indicated in the overview of the timeline of Internship 1, appendix 9.

We have created formats for the reports. If the logic of your research requires it, you may use a different lay-out. You cannot use a different font or deviate from standard data and mandatory parts. Please also consider the length. The formats are provided on our student website and can also be requested at stage@intercollege.nl

APPENDIXES

Appendix 1: Internship request Internship 1

Appendix 2 Internship contract

Appendix 3 Assessment framework research design

Appendix 4 Assessment framework research

Appendix 5 Assessment framework self-reflection report

Appendix 6 Assessment form company coach

Appendix 7 Statement of hours

Appendix 8 Statement of own work

Appendix 9 Time frame

Appendix 10 Final competencies of the degree programme

Appendix 11 Citing sources

Appendix 1: Internship request Internship 1

Please fill out on a computer and submit digitally to stage@intercollege.nl. The request will be checked by one of our examiners. Only when it has been approved, can you start your internship.

STUDENT DETAILS	
Name (First name + Surname)	
CONTACT DETAILS DURING INTERNSHIP1	
Address	
Postcode, city (possibly country)	
Phone	
Mobile	
Email	
DETAILS COMPANY/PERSON IN CHARGE	
Organisation name	
Name of supervisor appointed by person in charge Initial(s), title(s)	
Position within the company	
Address of the organisation	
Postcode, city (possibly country)	
Visiting address	
Postcode, city (possibly country)	
Phone	
Email	
Number of <u>permanent</u> employees (no interns!) (at least 15FTE)	

You have at least requested a Chamber of Commerce extract and registered latest original annual financial statement at the Chamber of commerce (Dutch: KVK, include as appendix)	
Description of the department where the student will do the internship	
Number of employees working a that department	
How long has the organisation existed?	
What industry does the organisation operate in? - You have at least requested an analyst report at the Chamber of Commerce about the industry in which the company operates (include as appendix)	
Is there a family relationship between the student and the organisation?	
The information provided is truthful	
Date	
Signature student	

ASSESSMENT CRITERIA (EXAMINER)			This column is filled out by the student
1. The organisation, exploring the organisation	Characteristic	S/I	Explanation: In order to get the information below, you have to talk to the company and do some research (including online). You include the conversation reports as appendix with the completed form. The depth of the quick scan is important! Use for instance what you have learned from QS in year 1. Also give a general description of the external environment.
Short company profile	clear Type of company, activities, environment		
Quick Scan	relevant, reliable The relevant data about the company are clearly represented at least regarding activities, scope, size and environment in which the organisation operates. relevant, reliable Important market players have been named so the organisation can be put in a context. Relevant information about size, structure, constructions (holding etc.) and partners is clearly represented.		
	relevant, correct The provided information gives the assessor a clear image of the organisation.		
General requirements	The supporting criteria regarding size and supervision have been met.		
2. company problem/research area	Characteristic	S/I	What does the organisation want to have researched? According to 6W model
Reason for research:	clear There is a short, logical motivation for the proposed research (area) The research fits within the context of business administration and is relevant.		

Problem area/scope	complex	The reason for the problem/research is convincingly stated The research can be carried out within a relatively short time frame and is manageable It is clear what kind of research the student will conduct and what theoretical knowledge and data he will need,		
3. Objective and relevance part	Characteri stic		S/I	
Objective set by the company:	relevant	The goal is clear, the assignment is relevant for the company.		
Learning objectives			S/I	
Reference to managerial competencies		The student's learning objectives match the managerial competencies The learning objectives are concrete The learning objectives are of sufficient level (see module description)		
Spelling, grammar	correct	The request is written in correct Dutch, free from spelling and language errors and sources have been correctly cited		
the request is complete	correct	Complete with the necessary appendixes		
Examiner's remarks and explanation				
The request has been approved/the				

request has been rejected	
Date	
Signature examiner	

Appendix 2: Internship agreement

The internship agreement below has to be completely filled out (except for the required signatures by the company and Inter College) and given to the internship company in triplicate. Companies expect that the student provides the agreement and that it is clearly, correctly, completely and legibly filled out. Because a student cannot start the internship until all documents are complete, we tell our students to treat them with care.

Incomplete or erroneous internship agreements cannot be accepted by the company and ICBS.

Appendix2

Submit the signed original to the internship office in triplicate.

Undersigned

A Inter College Business School, herein represented by the internship supervisor, Mr / Ms
..... hereafter to be called Inter College,

B assignment providing company(company name) in, herein
represented by Mr / Ms), hereafter to be called company and

C, hereafter to be called student,
who, for the duration of the internship will be enrolled as a student at Inter College,

agree:

Article 1a

The internship period takes place in the period between and and has a duration of 320 hours, specifically Monday to Thursday, four days per week, over the course of 10 weeks. On Fridays, the student attends an in-school programme or works on written internship assignments

Article 1b

Missed work days, for instance because of national holidays, must be compensated.

Article 2

The internship-providing organisation appoints (name)
..... (position)
as company coach, with the task of supervising, guiding and assessing the intern in the workplace.

Article 3

For the work as intern, the same working hours apply as are used in the company and/or the department where they will complete their internship.

Article 4

During this period, the student works for the organisation and carries out supportive tasks that match his studies. The work needs to be at least an MBO+ level and meet the requirements as described in the internship guide.

Article 4a

The student carries out the work activities under the responsibility of the internship providing companies.

Article 4b

The student is given the opportunity to gather information for the internship assignments.

Article 4b

Student receives permission to include the company information made available to him in his internship report and the research report.

Article 5.

The student has made sure that he complies with the degree programme's conditions that apply to the internship.

Article 6.

For the purposes of health, safety and confidentiality, the student will comply with all applicable rules and regulations within the internship-providing company.

Article 6a

The rules and regulations referred to in the previous subsection will be made known to the student when this agreement is signed.

Article 7.

If the intern is sick, he is obligated to report this immediately – no later than 9 am – to the company and the internship supervisor.

Article 8.

If the intern is of the opinion that the internship-providing organisation is in default in carrying out this agreement, the intern will first address this to the company coach. If the problem remains, the intern will turn to the internship supervisor who will then consult with the company coach.

Article 9.

If the internship-providing organisation is of the opinion that the intern is in default in carrying out this agreement, the company coach will first address this to the intern. If the problem remains, he will consult with the internship supervisor from Inter College Business School.

Article 10.

The present internship agreement is not an employment agreement as meant in article 7:610 of the Dutch Civil Code.

Agreed		Date	
Name internship company		Signature company	
Name student		Signature student	
Representative ICBS 			

Appendix 3: Assessment framework research design IS001 INTERNSHIP 1

1. 1. The organisation, exploring the organisation		
Short company profile	clear	Type of company, company details, activities, environment
Short internal analysis	relevant, reliable	The relevant data about the company are clearly represented
		Strengths and weaknesses within the organisation have been identified that relate to the research (2 strengths, 2 weaknesses, explained in support of the research)
		Focuses on the part of the organisation that this brief research deals with.
Short, external analysis if applicable considering the topic of the research.	relevant, reliable	The relevant information regarding developments in macro and meso environmental factors that influence the sector and the organisation is present
		The information is substantiated, including with figures
		2 opportunities and 2 threats have been identified related to the research and these have been convincingly substantiated.
2. Problem definition part		
Reason for the research	clear	The reason is well-developed
		The translation to the organisation is consistent
		The core of the problem has been identified
Problem area/ scope:	complex	The problem is sufficiently complex, but well-defined and well-delineated
		Fits within the field of Business Administration
Problem in relation to context:	clear	The organisational context in relation to the problem is clear
		The context is limited to the limits of the research
		Solving the problem is of practical added value to the company
		It is sufficiently substantiated that the problem is truly the problem.
		(who, what, why, cause, when, purpose... is clear)
3. Objective and relevance part		
Objective set by the company:	relevant	The research is relevant for the company
		The objective is concrete
Substantiation of choice	convincing	The assignment has been described from the perspective of the company and is written as a SMART objective
		The desired result has been described/defined

		The objective is clearly formulated
		The objective is a logical result of the problem definition
		The objective is achievable within the context

4. Detailed exploration part

Detailed exploration	clear and correct	The literature orientation is convincing and appropriate for the research assignment in terms of scope
		The type of research has been identified
		Methods, techniques and a system have been chosen that are appropriate to the research.
		It is clear what data needs to be collected and why
		The concepts and terminology have been applied correctly
		Valid sources will be consulted
		The list of sources is convincing

5. Research questions part

The central question	complex	The CQ requires research into several facets in order to be answered
		Follows logically from the problem analysis
	clear	Is unambiguous (no 'and')
		Is open and result-oriented (for instance, under which conditions... in what way... in order to...)
		The concepts used are unambiguously defined
the sub-questions	relevant	lead to the answer to the CQ
		Are clear (no more than 3-5)
		Are logical in terms of order and coherence
		Can be consistently converted into a research strategy

6. Research methods part

The research methods	convincing	Directly linked to sub-questions and or the CQ
		Per sub-question, appropriate techniques and models have been mentioned
		Per sub-question, the right method has been indicated (steps and tools, in order of time)
		Realistic and feasible within the time frame
The research design	convincing	Is logical
		Is systematic
		Attention has been paid to the validity and reliability of the sources and how the information is obtained
The time frame		The time frame is realistic

7. Reporting part

Spelling, grammar	correct	The style is consistent and professional
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		No more than 10 spelling errors in the entire document (total of typo, spelling error, singular/plural etc.)
Citing sources	correct	In accordance with APA, complete

Appendix 4: Research report assessment

(max 25 pages plus several relevant appendixes)

The topics mentioned above, have been assessed on logic, completeness and consistency regarding the complete research report, with in addition:

ANALYSIS AND INTERPRETATION OF DATA		
Analysis of research data, interpretation	clear and correct	The analysis is insightful and correct Main and side issues Clear and unambiguous representation to-the-point
Method	responsible	Method(s) is/are applied well Interpretation does not go beyond what is responsible based on the results
Results		The results relate to the sub-questions and provide answers on the questions The results are factual findings from the analysis results The results are described to the point The results are relevant findings from the main text

Conclusions and recommendations		
The conclusions	follow logically from the research results	Clear relation between question, research and conclusion clearly formulated Based on research results Sufficiently specific Sharp (main and side issues separated)
	answer the sub-questions	Make a connection between sub-conclusions Provide a real answer to the sub-question Are logical and stem from the analysis
	answer the central question	There is a main conclusion that answers the central question The main conclusion is sufficiently specific Demonstrates the main issues
The recommendations	they are separated from the conclusions	The recommendations are clearly argued and convincing, consequences are indicated and (among others, financially) substantiated. Based on the research results and conclusions
	realistic	Concrete

Appendix 5 Assessment framework self-reflection report

(C) SELF-EVALUATION, SELF-REFLECTION

- The work conducted is of a sufficient level. The student makes the connection between the work and his study profile clear
- The evaluation is clearly linked to the competency profile
- The student has demonstrated what his current level is using suitable examples
- He can indicate points for improvement for himself.
For this, he/she clearly and insightfully explains which problems he/she encountered, what the cause was and in what way he/she solved the problem or to what extent.
- The learning objectives are realistic and related to the degree programme
- He analyses and assesses his performance on these parts, offers possible causes and motivates his progress.
- The learning objectives have been correctly adjusted or new ones have been determined.
- Is eloquent, meaning the information has been carefully selected, the internship report provides a clear idea of the work and learning experiences
- Is critical and contains concrete and realistic information about how the student will handle his further development
- In the report, the student refers to the final competencies and level 2 as described in the module descriptions and the overview under point 8 in this guide
- contains a correct accounting of the internship hours and changes to the plan.
- The log is complete and insightful
- The way the hours were spent are realistic and believable

Appendix 6 Feedback and assessment form for the company coach

Name student		
Student number		
Email address		
Name company		
Name company coach		
Interim assessment	Date, signature company coach	
Final assessment	Date, signature company coach	

Behavioural competencies	Starting level <i>Estimation to be filled in by the student as basis for first interview</i>			Interim assessment <i>to be filled in by the company coach</i>			Final assessment <i>to be filled in by the company coach</i>		
	<i>Circle what applies</i>			<i>Circle what applies</i>			<i>Circle what applies</i>		
1 little experience or significant concern 2 average 3 good									
Accuracy	1	2	3	1	2	3	1	2	3
Adapting to the organisation	1	2	3	1	2	3	1	2	3
Professional attitude	1	2	3	1	2	3	1	2	3
Initiative	1	2	3	1	2	3	1	2	3
Integrity	1	2	3	1	2	3	1	2	3
Verbal communication	1	2	3	1	2	3	1	2	3
Written communication	1	2	3	1	2	3	1	2	3
Environmental awareness	1	2	3	1	2	3	1	2	3
Persuasiveness	1	2	3	1	2	3	1	2	3
Planning and organisation	1	2	3	1	2	3	1	2	3
Problem solving ability	1	2	3	1	2	3	1	2	3
Results-oriented	1	2	3	1	2	3	1	2	3
Stress-resistance	1	2	3	1	2	3	1	2	3
Responsibility	1	2	3	1	2	3	1	2	3
Feedback	1	2	3	1	2	3	1	2	3

Please have the points below briefly explained by the company coach for the final assessment

<i>Did the student have the right starting level for a first practical internship?</i>	
<i>Did the student conduct day-to-day work in a manner that was satisfactory overall?</i>	
<i>Did the student work on the research in a structured and efficient way?</i>	
<i>Did the student demonstrate that he is aware of what a 'professional attitude' entails and did he work on that sufficiently?</i>	
<i>Does the student show enough entrepreneurial attitude?</i>	
<i>What is your assessment of the research that has been carried out?</i>	
<i>General feedback related to final presentation</i>	

Feedback and assessment form for the company coach continued

Name student	
Student number	

Final assessment (in words)	
The total assessment (Circle what applies)	<i>insufficient sufficient good very good</i>

Did the student reach level 2 as described below?

What does he need to work on? You can also include this in the letter of recommendation for the student.

Competency level	Level 1	Level 2 (Associate Degree)	Level 3 (HBO Bachelor)
Complexity of the task	Structured; known methods can be applied directly in accordance with established standards.	Less structured; applies known methods in various situations.	Complex and unstructured; improves methods and adjusts standards to the situation.
Complexity of the context	Known, simple, structured context. Works mostly with routines and receives instruction.	Known, more complex, partly structured context.	Unknown, more complex and (partly) unspecified context.
Complexity of actions		Works with guidelines and procedures, explores matters of complexity in his work.	Analyses problems, questions and issues in complex situations independently, develops new procedures and approaches, uses creativity when approaching and carrying out assignments.
Responsibility	Is responsible for his own tasks, formulates learning objectives Is accountable for the progress.	Creates his own plans, negotiates about those plans. Is accountable for decisions and results (evaluates these from a time perspective).	Works pro-actively Is accountable and professional to who gave him the assignment and colleagues regarding information gathering, choice/development of theory and the chosen solution. Is open for criticism from others.
Transfer of knowledge and skills	Has the necessary basic knowledge and skills for routine work within an internal project or for an external client.	Has more extensive knowledge, skills and some experience and delivers good performance in a variety of organisations.	Analyses his own situation, fills in gaps within his own knowledge using self-directed learning, gains new skills where necessary, thinks and works with a perspective on issues that transcends the organisation and sector.

Appendix 7: Statement of hours

IS001 Internship 1 ICBS

General details		
Intern name		Date
Student number		Home address
Field of study		Postcode
Location		Location

Hereby,

_____ (name company coach)

declares that _____ (intern name)

has done an internship for at least 320 hours

at _____ (name internship company)

in _____ (location internship company)

in the period from

_____ / _____ / _____ (dd/mm/yyyy)

to

_____ / _____ / _____ (dd/mm/yyyy)

_____ (signature company coach)

Date

_____ / _____ / _____ (dd/mm/yyyy)

Statement of own work

ICBS STATEMENT OF OWN WORK <i>This statement of own work is part of the internship report.</i>
--

Date on which this document was submitted	
--	--

Undersigned

Surname student	Initials	Given name	Student number
-----------------	----------	------------	----------------

declares that:

1. the following paper is his/her own and therefore does not infringe on the copyright of another'
2. all consulted sources (including online sources) have been correctly cited;
3. quotations and paraphrases are indicated as such;
4. does not contain work from previous assignments by the student that have already been used, written or published for other purposes, without it being cited as a source;
5. the work does not contain a total of more than 7% cited text.

Title of the paper

Signature			
Surname student, initial	Date	Location	Signature

Violating the 'Statement of own work' above will be considered fraud and/or plagiarism as described in ICBS' Education and Exam Regulations

Appendix 9 Time frame

<p>(September 5 until November 18)</p> <p>Find an internship company</p>
<p>January 8 at the latest</p> <p>Submit internship request</p>
<p>Submit research design January 31 at the latest</p>
<p>February 10-17 start of internship</p> <p>Completed by May 5 at the latest, submit report</p>

Appendix FINAL COMPETENCIES OF THE DEGREE PROGRAMME

FINAL COMPETENCIES OF THE DEGREE PROGRAMME			
01	General Management: mission, vision and policy		
<p>Relation to BBA 01</p> <p>Domain competencies BBA</p> <p>Developing a vision on changes and trends in the external environment and developing relations, networks and chains.</p>	<p>The graduate, as manager of an (international) organisation, can contribute to the development of a new vision/mission and policy for the organisation, on the basis of translating relevant trends and developments, among other things.</p> <p>For this, he tests the policy against environmental requirements and requirements from the social and legal context (governance). For the communication of mission and policy, he addresses external and internal stakeholders at different levels and can enter into and develop partnerships in networks and chains. He sees opportunities and knows to utilise these to develop businesses or start a business or industry. He can translate trends into a feasible concept, conduct the required research and convince stakeholders.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top;"> <p><i>Basis</i></p> <p>Methods and techniques for qualitative and quantitative research, Market research Stakeholder analysis, field of influence analyses, Political analyses, corporate social responsibility Vision, mission, decision-making models Strategy models, management models Environment analysis: SWOT analysis Sector and competition analysis, research customer needs, Branding Market analyses supply chain, benchmarking, image and identity, complaint management</p> </td> <td style="width: 50%; vertical-align: top;"> <p><i>Concepts</i></p> <p>Ansoff, Boston Consultancy matrix Imagineering Porter's competitive strategy, Porter's five forces model, Kotler's competitive behaviour and approach Kaplan- Balanced Scorecard and Critical Success Factors Approach</p> </td> </tr> </table>	<p><i>Basis</i></p> <p>Methods and techniques for qualitative and quantitative research, Market research Stakeholder analysis, field of influence analyses, Political analyses, corporate social responsibility Vision, mission, decision-making models Strategy models, management models Environment analysis: SWOT analysis Sector and competition analysis, research customer needs, Branding Market analyses supply chain, benchmarking, image and identity, complaint management</p>	<p><i>Concepts</i></p> <p>Ansoff, Boston Consultancy matrix Imagineering Porter's competitive strategy, Porter's five forces model, Kotler's competitive behaviour and approach Kaplan- Balanced Scorecard and Critical Success Factors Approach</p>
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02	General Management: Strategy development and translation to functional policy plans		

<p>Relation to BBA 02</p> <p>Domain competencies BBA</p> <p>Analysing policy issues, translating them into policy goals and preparing policy alternatives for decision making.</p>	<p>The graduated, as a manager for an organisation and as entrepreneur, can adequately analyse policy issues and translate these into clear and feasible policy goals for the entire organisation, that comply with current societal requirements ('corporate governance'). For this, he can design concepts and chart and test risks and opportunities. He offers arguments for decision making. He delivers correct analyses and applies the necessary analytical models correctly.</p> <p>Among other things, he can correctly conduct:</p> <p>environment research (DESTEP method), industry research, competition analyses, market and customer research and SWOT analyses.</p> <p>He can give spoken and written advice, also in English.</p> <p>For the solution of organisational issues he offers alternative strategies and is able to implement these in project plans. He sees the consequences for a business and provides alternatives based on scenarios. He can indicate which next step has to be taken and facilitate it as well. He puts the development of the business first, keeping an eye on innovation.</p> <p>He is able to create business plans and conduct feasibility studies for these objectives and implement them, being able to analyse the impact on functional areas of the organisation, including marketing, finance, logistics, e –Business and HR, and anticipate this as entrepreneur.</p> <p>As entrepreneur, he is therefore able to develop feasible and persuasive business models and test their feasibility, taking into account current societal requirements ('corporate governance') and organisational objectives, and responsibly implement these and start a business, possibly in the form of a project.</p> <table border="1" data-bbox="502 1019 1369 1406"> <tr> <td data-bbox="502 1019 901 1406"> <p>Basis</p> <p>Feasibility studies, Business model, Investment plan</p> <p>Marketing: segmentation, consumer behaviour, marketing mix</p> <p>Financial: cash-flow analyses</p> <p>Innovation: trends, business development and product development, fit between strategy and structure</p> <p>Communication instruments matrix,</p> </td> <td data-bbox="901 1019 1369 1406"> <p><i>Concepts such as</i></p> <p>Problem typologies Policy implementation models such as network approach/ governance</p> <p>Product cycle thinking</p> <p>Time to market, Just-in-time</p> <p>Portfolio management</p> <p>Milestones in R&D</p> <p>McKinsey's Seven-S model and others.</p> </td> </tr> </table>	<p>Basis</p> <p>Feasibility studies, Business model, Investment plan</p> <p>Marketing: segmentation, consumer behaviour, marketing mix</p> <p>Financial: cash-flow analyses</p> <p>Innovation: trends, business development and product development, fit between strategy and structure</p> <p>Communication instruments matrix,</p>	<p><i>Concepts such as</i></p> <p>Problem typologies Policy implementation models such as network approach/ governance</p> <p>Product cycle thinking</p> <p>Time to market, Just-in-time</p> <p>Portfolio management</p> <p>Milestones in R&D</p> <p>McKinsey's Seven-S model and others.</p>
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<p>03</p>	<p>HRM</p>		
<p>Relation to BBA 03</p> <p>Domain competencies BBA</p> <p>Applying human resource management in the context of the organisation's strategy.</p>	<p>The graduate, as manager and entrepreneur, can shape the HR policy of the organisation and implement it. He ensures that company process can be carried out effectively and efficiently. He can analyse the organisation's needs and translate these into HR policy. He can use HR instruments (including recruitment and selection, labour conditions policy up to and including outflow) and is able to develop and retain employees. He takes laws and regulations into account. He responds to changes in the environment and can translate these into plans and actions for organisational and human development.</p> <table border="1" data-bbox="486 1848 1353 2027"> <tr> <td data-bbox="486 1848 885 2027"> <p>Basis</p> <p>Leadership models, leadership theories ethics, recruitment, selection, appraisal and introduction of employees</p> <p>Performance management</p> <p>Skills for conducting for instance, bad news, appraisal and selection</p> </td> <td data-bbox="885 1848 1353 2027"> <p>Concepts such as</p> <p>Leadership models (Kotter's leading change)</p> <p>Relationship situational leadership and sources of power (Hershey & Blanchard)</p> <p>Effective teamwork in international context (Belbin)</p> </td> </tr> </table>	<p>Basis</p> <p>Leadership models, leadership theories ethics, recruitment, selection, appraisal and introduction of employees</p> <p>Performance management</p> <p>Skills for conducting for instance, bad news, appraisal and selection</p>	<p>Concepts such as</p> <p>Leadership models (Kotter's leading change)</p> <p>Relationship situational leadership and sources of power (Hershey & Blanchard)</p> <p>Effective teamwork in international context (Belbin)</p>
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	<p>conversations, holding meetings, advising skills, 360-degree feedback</p>	<p>Motivation (reinforcement, Maslov, Herzberg Alderfer, Vroom) Management approaches (Prahalad, Quinn etc.), Quinn culture types Hofstede culture in an international context</p>		
04	Process management and Quality assurance			
<p>Relation to BBA 04</p> <p>Domain competencies BBA</p> <p>Creating and managing company or organisational processes.</p>	<p>The graduate, as manager and entrepreneur, can shape an organisation and design company and organisational processes (information, communication and decision-making) in such a way, that the organisational objectives of the organisation will be achieved efficiently and effectively. He can design and structure suitable organisational structures for an organisation in order to create an effective organisation.</p> <p>He has knowledge about company processes and can structure the organisation with a focus on quality. He can use persuasion and the right monitoring tools to motivate people by making quality requirements and their importance clear.</p> <p>He can thus analyse these processes, judge their quality and (re)structure them.</p> <p>He has the basic knowledge to manage a quality system that clarifies processes and performance indicators and can indicate which data the management needs. He can communicate with IT experts to have them optimise processes and IT support.</p> <table border="1"> <tr> <td> <p>Basis</p> <p>Statistical analyses</p> <p>Process management, Quality assurance systems (for example, INK, EFQM, SERVQUAL)</p> <p>Internal auditing, Quality research, Organisation designs, Decision-making models, Information processes, particularly the role of internet/intranet and therefore e-governance etc.</p> <p>Administrative organisation, Chain approaches, Project management, Network planning, Management information systems customer satisfaction, Pareto analysis, complaint analyses</p> </td> <td> <p><i>Concepts such as</i></p> <p>GANNT Chart</p> <p>INK model</p> <p>Balanced score card, performance mgt. and performance indicators</p> <p>Business process re-engineering McKinsey's Seven-S model Cultural dimensions (for example, Hofstede, Handy)</p> </td> </tr> </table>		<p>Basis</p> <p>Statistical analyses</p> <p>Process management, Quality assurance systems (for example, INK, EFQM, SERVQUAL)</p> <p>Internal auditing, Quality research, Organisation designs, Decision-making models, Information processes, particularly the role of internet/intranet and therefore e-governance etc.</p> <p>Administrative organisation, Chain approaches, Project management, Network planning, Management information systems customer satisfaction, Pareto analysis, complaint analyses</p>	<p><i>Concepts such as</i></p> <p>GANNT Chart</p> <p>INK model</p> <p>Balanced score card, performance mgt. and performance indicators</p> <p>Business process re-engineering McKinsey's Seven-S model Cultural dimensions (for example, Hofstede, Handy)</p>
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05	Financial management			
<p>Relation to BBA 05</p> <p>Domain competencies BBA</p> <p>Analysing the financial and legal aspects, internal processes and the company's or organisation's environment to strengthen coherence and cooperation.</p>	<p>The graduate, as manager and entrepreneur, can translate an organisation's objectives to financial objectives and guide and manage these. For this, he uses financial instruments for cost distribution, budgeting, cash flow overviews, budgets and annual financial reporting. He will also chart the financial risks in the company's operations, and when necessary, employ financial specialists in a timely fashion. Based on those results, he can make decisions, taking into account the consequences and solutions for what he is looking to do.</p> <p>Using the right instruments, he has to provide adequate analyses and interpretations and be able to make (partial) reports or have them made. He has to be able to interpret (existing) reports and be able to communicate about these with managers within the organisation and external stakeholders.</p> <p>As the person responsible for a business, he can justify investments and determine risks, including for mergers and acquisitions, based on data made available. He must therefore be able to interpret signals and take responsible decisions with a limited risk.</p> <p>In addition, he contributes to financial objectives being achieved in a clear, verifiable and responsible manner. All of it in accordance with the requirements for good corporate governance. He can bring financial interests together with corporate social responsibility because he can weigh the different interests and is able to offer durable solutions.</p>			

	<p>Basis</p> <p><i>Legal:</i> contracts, damages, liability, hiring and firing permits and inspection, international laws</p> <p><i>Business economics:</i> assessing the financial situation and developments of the organisation using data such as annual financial report and key figures</p> <p>Financial analysis and planning</p>	<p><i>Concepts such as</i></p> <p>Contract law, Labour law, Social law, Business law and European law</p> <p>Break-even model, Budget models, Activity-based costing</p> <p>Financial reporting and IFRS standards</p> <p>Dupont scheme for analysis</p>		
06	Change management			
<p>Relation to BBA 06</p> <p>Domain competencies BBA</p> <p>Developing, implementing and evaluating a change process.</p>	<p>The graduate, as manager and entrepreneur can identify necessary changes and indicate what has to be changed. He is decisive, able to discuss necessary changes and able to take the step to the implementation side of the change. He is able to analyse the ist soll situation and specifically indicate what has to change. Based on that, he can develop a necessary change strategy, plan the changes and implement them using a project-based plan of action. He is able to communicate about this and he is able to monitor and safeguard the change plan.</p> <table border="1"> <tr> <td> <p>Basis</p> <p>Operations management theories and models, leadership theories, Change and crisis management</p> <p>Risk management</p> <p>Forms and models of project management, implementation models, change strategies and models, Resistance to change, vision, mission, targets, risk analysis, cost-benefit analysis</p> </td> <td> <p><i>Concepts such as</i></p> <p>Problem typologies ((un)tamed and (un)tameable problems),</p> <p>Growth models Ansoff, Greiner</p> <p>Minzberg and 7-S models</p> <p>Kotter change management models</p> <p>Caluwe</p> </td> </tr> </table>		<p>Basis</p> <p>Operations management theories and models, leadership theories, Change and crisis management</p> <p>Risk management</p> <p>Forms and models of project management, implementation models, change strategies and models, Resistance to change, vision, mission, targets, risk analysis, cost-benefit analysis</p>	<p><i>Concepts such as</i></p> <p>Problem typologies ((un)tamed and (un)tameable problems),</p> <p>Growth models Ansoff, Greiner</p> <p>Minzberg and 7-S models</p> <p>Kotter change management models</p> <p>Caluwe</p>
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07	Generic competency			
<p>Relation to BBA 07</p> <p>Domain competencies BBA</p> <p>Social and communicative competencies (complete competency, see domain competencies, Dutch: Domeincompetenties HBO Raad)</p>	<p>The graduate, as manager and entrepreneur, can work with others and contribute ideas in a complex and multi-disciplinary professional environment in situations that involve a change of objectives and the structure of the organisation and that require a high degree of leadership, customer-focus and collegiality.</p> <p>He is able to effectively communicate in normal language and on all levels, to persuade and generate support.</p> <p>For that, he has a variety of management skills, both written and verbal. In terms of professional tasks, this includes skills such as composing and writing plans and notes, informing, discussion, stimulating, motivating, negotiation, formulating decisions, applying conversation models etc.</p>			
08	Generic competency			
<p>Relation to BBA 08</p> <p>Domain competencies BBA</p> <p>Self-directed competency (complete competency, see</p>	<p>The graduate, as manager and entrepreneur, can make an analysis of his own competencies on the one hand, as well as the specific competencies that are needed to perform well in the professional field on the other. He is able to indicate which competencies he is leading and sets goals to improve his performance, for which feedback from colleagues and superiors play a demonstrable role. He can create a feasible personal development plan and is able to translate it into concrete steps.</p> <p>For this, he can employ models, self-analysis and managing tools</p> <p>MBTI</p>			

domain competencies, Dutch: Domeincompetenties HBO Raad)	RET STAR SWOT KPI Covey
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Appendix 11 Citing sources

When writing a paper or research report, you need to take very good care that you clearly cite the texts and ideas of others. You do this by using **correct references**.

The assessor and reader have to be able to verify the passages.

If you just copy texts or ideas from others, you are committing plagiarism¹. Nor is it allowed to copy from texts that you have created previously for other purposes. Furthermore, it is not allowed to use entire pages of other people's text, quotation are rarely more than a few lines.

Wikipedia or Carrièretijger are **not suitable** as sources for research. These sites lack reliability and are composed of information from other sources.

We also see students referencing study books or the book 101 management models. The main principle is that you delve deeper for your research and consult suitable primary or secondary sources. The quality of your research argumentation stems from the depth with which you presented your topic.

As a helpful tool for making a list of sources, the **American Psychological Association** (has published [APA guidelines](#)) about the way references to sources should be cited.

You indicate literature and source references by adding footnotes to the text.

The cited passage has to be indicated with italics and quotation marks.

If you do not quote the complete passage, but include the source in your own text, you indicate where your text begins and ends by putting it in round brackets and not putting that part in italics.

In the overview below, you will find the most important guidelines.

Please note, a reference list is always alphabetical, regardless of the source or material.

Book

Author, A. (year of publication). *Title of the book*. Location: Publisher.

- A second or later edition is mentioned in round brackets after the title.
- If there is no author, but there is an editor, this is mentioned in round brackets in the language of the book.
- In the case of multiple authors or editors, an ampersand (&) is placed for the final name.
- Authors are all mentioned. If there are eight or more authors (or editors), the first six names are mentioned, followed by an ellipsis (...), followed by the last author, but without an ampersand (&).

Examples

- Adriaansen, M., & Caris, J. (2011). *Elementaire sociale vaardigheden* (3e druk). Houten: Bohn Stafleu Van Loghum.
- Brandt Corstius, J., Kroonenberg, Y., Rood, L., Smit, S., Steenbeek, R., Uphoff, M., ... Winnen, P. (2010). *Wereldmeiden: Acht schrijvers, acht landen, acht onvergetelijke verhalen*. [Amsterdam]: MM.
- Geenen, M.-J. (2010). *Reflecteren: Leren van je ervaringen als sociale professional*. Bussum: Coutinho.
- Hofstede, G., Hofstede, G. J., & Minkov, M. (2010). *Cultures and organizations: Software of the mind: Intercultural cooperation and its importance for survival* (3rd edition). New York, NY: McGraw-Hill.

Chapter from a book

Auteur, A. (year of publication). Title of chapter. In A. Editor (Ed.), *Title of the book*. (pp. xx-xx). Location: Publisher.

- A chapter from a book is cited separately if the author and/or editor is different than the author and/or editor of the entire book. If the author of a chapter is the same as the author of the book, the chapter will not be cited separately.
- The initials of the authors and/or editors of the entire book are placed before the surname.

Examples

- Mastenbroek, J. (2004). Plaatsbepaling. In J. Mastenbroek, M. van Persie, G. Rijnja & B. de Vries (Red.). *Public relations: De communicatie van organisaties* (pp. 3-13) (5th edition). Alphen aan de Rijn: Kluwer.
- Vick, R. M. (2003). A brief history of art therapy. In C.A. Malchiodi (Ed.). *Handbook of art therapy* (pp. 5-15). New York, NY: The Guilford Press.

Article from a journal

Author, A. (year of publication). Title of the article *Name journal*, year (issue), xx-xx.

Examples

- Ouwerkerk, D. van, & Grinten, J. van der. (2004). De kracht van zacht: wat mannen over vrouwelijke vergaderstijlen kunnen leren. *Interne communicatie*, 3 (4), 11-13.

- Schilder, L. & Kwakman, K. (2005). Het versterken van de professionele identiteit door leren in gemeenschappelijkheid. *Sociale interventie*, 14 (3), 17-28.

News paper article

Author, A. (date). Title of the article. *Newspaper name*, p. xx-xx.

Examples

- Havelaar, R. (2006, 13 December). Student leert minder uren omdat hij werkt. *De Volkskrant*, p. 13.
- Kennedy, J. C. (2006, 29 April). Geen allahu akbar, wel anders eten: Nederland worstelt met diversiteit en gelijkwaardigheid. *NRC Handelsblad:Opinie & debat*, p. 13.

Internet source

Author, A. (year of publication). *Title of the document* Retrieved on day month year, from <http://url>

- The website address starts with <http://> and is completely underlined.
- When a document is downloaded from the internet, 'Retrieved on' is replaced by 'Downloaded on'.
- If the author is unknown, the organisation is mentioned, if that is also unknown, the description starts with the title (not in italics)
- If the date is unknown, you use 'n.d.' (no date).
- For publications from databases for instance, you can mention the name of the database in square brackets, but that is not required. The square brackets can be used to clarify where the information comes from.

Examples of websites

- **Organisation as author, no date**
Centrum voor Ethiek en Gezondheid. (n.d.). *Drang en dwang in de zorg*. Retrieved on 27 August 2010, from <http://www.ceg.nl/cgi-bin/ondw.pl?id=49>
- **Organisation as author**
Hogeschool van Arnhem en Nijmegen. (2010). *Bacheloropleidingen*. Retrieved on 1 Juni 2010, from <http://www.han.nl/start/bachelor-opleidingen/>
- **Website without an author or organisation**
New child vaccine gets funding boost. (2001). Retrieved on 21 March 2011, from http://news.ninemsn.com.au/health/story_13178.asp

Examples databases

- **hboSWitch**
Boldewijn, W. (2010). Psycho-educatie bij obesitas: Ervaringen van de Stichting Overgewicht. *Psychopraxis*, 10 (1), 27-32. [hboSWitch]. Retrieved on 25 April 2012 from <https://stc-proxy.han.nl/han/hboSwitch/www2.bsl.nl/hboswitch/>

Examples of streaming video

- **Video in database**
Boom Lemma Uitgevers. (2011). *Kennismakings- en probleemverhelderend gesprek*. [Ergovaardig]. [Video file]. Retrieved on 16 september 2011, from <https://stc-proxy.han.nl/han/Ergovaardig/ergovaardig.boom.nl/?id=bju010809.124292136>

Other examples

- **Article from a journal only available online**
Hawkins, R. L. & Maurer, K. (2011). Unravelling social capital: Disentangling a concept for social work. *British journal of social work*. [Online publication]. Downloaded on 26 October 2011, from <https://bjsw.oxfordjournals.org/content/early/2011/05/03/bjsw.bcr056.full.pdf>
- **PDF on website**
Gezondheidsraad. (2006, 18 December). *Richtlijnen goede voeding 2006*. The Hague: Gezondheidsraad. Downloaded on 29 November 2012, from http://www.voorlichtingmvo.nl/gfx/file/Richtlijnen_Goede_Voeding_2006_GR.pdf

Unpublished source (thesis, report, brochure, reader, etc.)

Author, A. (year of publication). *Title of publication*. Description and origin publication.

Examples

- Dieet bij diabetes mellitus. (2005). Brochure Voedingscentrum nr. 841. The Hague: Voedingscentrum.

- Drogendijk, A. N., et al. (2004). *Leidende en misleidende verwachtingen: Een kwalitatief onderzoek onder Turkse getroffen van de vuurwerkramp Enschede omtrent de psychosociale nazorg*. Report number IVP 99 2004 1. Zaltbommel: Instituut voor Psychotrauma.
- Wolff, B. (2006). *De invloed van de hulpvraag in de nazorg bij getroffen van de vuurwerkramp in Enschede* (bachelorthese). Psychologie, Faculteit Gedragwetenschappen, Universiteit Twente, Enschede.

Audio-visual source (DVD, CD-ROM, TV broadcast, etc.)

Author, A. (Function) (year of publication or date of broadcast). *Title*. [Type of material]. Location: Publisher.

- For a part of a broadcast, for instance a report or the title of a series, only the title of the programme is used in italics, with the addition of 'in', and if this information is available, the name of one of the creators of the entire programme.

Examples

- Bartelsman, M. (Report). (2005, 23 December). Armoede in Nederland. In C. te Nuyl (Eindred.), *NOVA*. [TV-uitzending]. Hilversum: VARA/NPS.
- Lürsen, J. (Director). (2008). *Alles is liefde*. [DVD]. Amsterdam: A-Film.
- Oomkes, F. R. (2005). *Training als beroep: Sociale en interculturele vaardigheid*. [CD-ROM]. Amsterdam: Boom.

The examples above come from <http://specials.han.nl/themasites/studiecentra/verwerken-en-delen/bronnen-vermelden/apa-normen-citeren-en-par/>

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