



***INTERNSHIP MANUAL- GUIDELINES***

***Pba TOURISM AND RECREATION MANAGEMENT /  
TOERISME EN RECREATIEMANAGEMENT***

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# INTRODUCTION

Internship is the final and important component of your bachelor programme in Tourism & Leisure / Toerisme en recreatiemanagement. Therefore, we consider it important to clearly inform you and are happy to do so through this guide.

Via this guide we explain to you what we aim for and what we expect from you as the internship provider, the company.

If you have any questions, comments or concerns, you can always contact the school directly, or the internship coordinators:

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# PART 1: GENERAL INFO

## OUR VISION ON INTERNSHIPS

The Tourism programme aims to train students to become independent professionals who can competently perform operational, supervisory, or assistant managerial roles in any sub-sector of the broad field of leisure, travel and tourism.

This means that during the internship, all the acquired competences, developed during their studies may be tested against reality. Depending on the sub-sector students' work during their internship, there may be different emphases. However, we dare to say that our students are prepared for the industry in all its complexity and can deal with any new situations with the necessary flexibility, customer focus and professionalism.

What young professionals should be able to do was defined by the Flemish Government in so-called 'domain-specific learning outcomes', consultable at:

[https://app.akov.be/pls/pakov/f?p=VLAAMSE\\_KWALIFICATIESTRUCTUUR:ONDERWIJSKWALIFICATIE:::::P1030\\_OK\\_DOSSIER\\_ID:302](https://app.akov.be/pls/pakov/f?p=VLAAMSE_KWALIFICATIESTRUCTUUR:ONDERWIJSKWALIFICATIE:::::P1030_OK_DOSSIER_ID:302)

**We gave this our own interpretation. Specifically, we expect students upon graduation (after internship period), to:**

- work methodically, reliably and independently; moreover, they question themselves and adjust where necessary;
- be creative: they can develop and market innovative market-based products and services;
- guarantee a correct, fast, adequate, quality and personalised service;
- have an understanding of the organisation's mission, vision and management strategy;
- cooperate to projects and within a team;
- easily retrieve and manage information;
- communicate in multiple languages; they also tailor their communication to the organisation's style and target audience;
- integrate easily into the professional environment, international or otherwise, and make contacts smoothly;
- take initiative, think and act in a problem-solving manner;

However, we always keep in mind that the **internship is still a 'learning school'**: students make mistakes and learn from them. We attach -from the start of the programme- great importance to a culture in which questioning oneself, giving feedback and asking questions is self-evident. For us, it is a necessary condition for adjustment and growth, and we expect both students and mentors to assume their role in this, to achieve the best outcome for the student and the internship partner.

**By the end of the internship, some basic competences should really be acquired- these are often attitudes of general professional importance.**

-motivation and commitment

-social skills

-productivity, flexibility and stress resistance

-independence, reliability and focus on quality and quality improvement

-service and solution-oriented attitude

-ethical awareness

If the student scores insufficiently in any of the assessed elements, he cannot pass internship.

## INTERNSHIP PERIODS AND FORMULAS

The programme has different training periods and formulas, each based on **working weeks of 38 hours on average**. There are two variants: a Dutch-language programme and an English-language programme (for which both Belgian and international students enroll).

- **15-week internship**: for students of the **3-year initial Bachelor's programme in Toerisme en recreatiemanagement/International Tourism and Leisure**. They undertake an internship during the last semester of their programme. The internship can take place during 2 periods, i.e. from February to June or from September to January. The majority of students do internships from February to June.
- **9-week internship**: for the students of the **shortened programme** (the so-called 'Short Track/Short Track') - these students already obtained a first Bachelor's degree. They study Tourism via a (shortened) one-year track. These students also have a shorter internship period, which continues in summer (July-August) or autumn (September-November); exceptionally also in spring (March-April).

Internship vacancies can be notified for all these internship periods and formulas, both for domestic and foreign internships. The exact dates are set annually in the annual planning.

Per internship period and formula, an internship can have a maximum of 1 intern.

# ACTORS AND ROLES: WHO DOES WHAT?

We use the following designations for the different actors involved in the internship and internship preparation:

**Trainee:** student undertaking the internship.

**Internship mentor:** employee at the internship company who supervises and guides the trainee on a daily basis.

**Internship supervisor:** lecturer of Thomas More who supervises the intern's internship from a distance.

**Internship coordinator: lecturer who** coordinates all internship activities and back office administrative work.

## 1. The internship coordinators

The programme has a separate coordinator for domestic and foreign internships. They look after the organisation of the internship behind the scenes and have the following responsibilities:

- info and contact for enquiries from companies/organisations to communicate to students
- update CRM
- briefing of students through general sessions and communication channels
- drafting + monitoring of contracts
- publication of internship documents
- supervision evaluation

## 2. The trainee / student

*The following is expected of the student/intern:*

- attend all information sessions, both general and with the internship supervisor (phase 2+3)
- meeting all deadlines, both before and during internship (see internship portal)  
(international internship, internship choice submission, contract submission, contact during internship)
- independently search for suitable internships and consult with lab supervisor
- honour contractual clauses
- reporting irregularities to internship supervisor or coordinator
- inform supervisor about evaluation and ensure evaluations are forwarded in a timely manner
- regularly seek feedback and prompt discussion of work points
- check with the company to offer internships for next academic year
- be present online at final moment with TM supervisor.

### **3. The mentor (within the organisation)**

The internship site is expected to effectively provide students with the opportunity to participate operationally in the organisation and be prepared to supervise, guide the student on a daily basis. For this purpose, the organisation appoints a mentor internally. If another mentor is appointed, the internship supervisor TM and coordinator of TM is notified. The internship mentor (company) has the following responsibilities:

- introduction of the student within the organisation;
- short training;
- discussion and checking of the internship diary on a 2-3 weekly basis;
- work-oriented guidance and feedback (process evaluation); over time, the student should work more independently;
- completing the online evaluation forms and discussing them with the internship supervisor. **(2 online evaluation moments, middle and end of internship)**

### **4. The internship supervisor (Thomas More)**

The programme provides a Thomas More lecturer for external supervision of the student during the internship, the so-called internship supervisor. (S)He is the first point of contact for both the student and the internship organisation. This internship supervisor has the following responsibilities:

- Contact person and bridge between training and workplace in terms of concrete internships
  - He is the programme's contact for the internship.
  - He informs and clarifies internship information from the programme for the professional field.
  - He is first point of contact in case of problems/uncertainties (substantive, communicative, organisational).
  - He is a mediator in case of problems/uncertainties (substantive, communicative, organisational)
  - He briefs mentors in a timely manner when the evaluation is due.
  - He coaches mentors in the use of tools and forms, especially for evaluation.
  - He keeps the contact details of student and supervisor up to date.
- Process TM supervisor of the student in the workplace
  - He guides the student before the start of the internship, focusing on personal functioning and work points.

- He briefs the student regarding practical arrangements before departure.
  - He regularly follows up with the student via e-mail and provides feedback on submitted papers, with special attention to guidance on work points.
  - He provides mid-term and a wrap-up interview at an internship retreat.
- Co-assessor of the student's learning process
- He evaluates the student based on the submitted internship documents.
  - He attends the final internship meeting where the results are discussed and the points are finalised.



## PART 2: INTERNSHIP INFORMATION

### WHAT DO WE EXPECT FROM YOU? (the company)

If you wish to offer an internship to one of our students, please consider the following conditions:

- The internship company formulates a detailed internship assignment before the start of the internship to the intern.
- The company has discussed important details on the internship proposal to the intern, so he/she knows what the learning outcomes will be at the end of the internship period.
- The workload for the intern corresponds to that of a standard working week of about 38-40h.
- You will assign the trainee with a personal mentor during the internship who will provide the intern with the necessary support and ensure regular monitoring of the progress of the internship, including evaluation.
- The internship takes place in a real professional working environment.
- The trainee is introduced to the internal working of the organisation, its structure, working climate, working methods, expectations, work pace, corporate culture.

### PROCEDURE FOR PASSING ON INTERNSHIP VACANCIES

Internship companies can post internship vacancies both for the Bachelor programme (15 weeks) and for the Shortened programme (9 weeks)

How to do so is described below. The programme also offers first- and second-year students the opportunity to do a short internship of 10 or 20 working days as a first introduction to the sector (**so-called Discovery Internship**). You cannot place an offer for this Discovery internship yourself, but students can contact you for this themselves - of course, you decide without any obligation on your part whether to accept these students' requests. This internship is in any case a 'supplement', and you therefore retain the possibility of getting a student for the longer internship periods. It may be used as an addition, an extension to the 15- or 9- week internship period.

#### **1. Process to submit your internship proposal for a company in Belgium:**

In the period February-March, each potential internship site will receive an email inviting them to register their internship vacancies for the next academic year via Thomas More's internship portal

<https://stages.thomasmore.be/stageportaal/Default.aspx> .

Once logged in, you will be guided step by step through the internship portal and at the end you will be able to generate a summary of the internship vacancies you make available for our programme.

This needs to be done again every year.

In order for everything to run smoothly, **we would like to ask you to respect the deadlines as much as possible.**

If you have any questions, please contact [inge.ledegen@thomasmore.be](mailto:inge.ledegen@thomasmore.be) .

## **2. For overseas internships – companies interested in international students:**

Same procedure - internship vacancies should be submitted in English via the internship portal (English interface - click on 'English version' at the top or use this link: <http://internships.thomasmore.be>) .

If you have any questions, please contact [liesbeth.uvin@thomasmore.be](mailto:liesbeth.uvin@thomasmore.be)

## **ARE YOU GETTING AN INTERN? Deadlines for students to submit internship choice**

Our students choose a placement that matches their prior education and personal interest. They have followed classes linked to the broader industry: Culture & Leisure Management, Travel Management, Aviation and Hospitality Management (in the English programme). For more info, please visit [our website](#).

Depending on the period in which they will do an internship, they will contact you for an application.

For students of **the short track, this can be done until 15 May** (for summer or autumn (SEM 1) internships); for students of the initial bachelor's programme, **until 30 November** (for spring (SEM 2) internships) or **1 June** (for autumn (SEM 1) internships). If students did not contact you before these dates/deadlines, it means unfortunately that you will not receive an intern for one of the periods above.

If they contacted you, you are free to offer the student an internship or not: this is your decision. After your decision, the student will offer you a contract to sign. **It is important that the task description and learning outcomes for the student are clearly defined on the learning agreement/ internship contract.** You will be sent a copy signed by all parties no later than a week before the start of the internship.

## WHAT DO WE EXPECT FROM YOU DURING THE INTERNSHIP?

You provide the student with a mentor who is responsible for welcoming, guiding and evaluating the student (see also 'Internship guidance' later in this manual). Thomas More also provides an internship supervisor, who will contact you at the appropriate time to complete the online evaluation. We count on your ability to meet the deadlines provided for this purpose.

The internship contract further contains all necessary provisions. If you have any comments, questions or problems, please contact your internship supervisor or the Thomas More internship coordinators (contact details at the front of this manual).

We thank you for your commitment and wish you an interesting period with one of our interns!

# ANNEXES

## TRAINING-SPECIFIC LEARNING OUTCOMES pba Toerisme en recreatiemanagement

### **Entrepreneur**

1. The PBa in Tourism and Recreation management sets out with an entrepreneurial and critical state of mind about the vision and the management strategy of the organisation and is co-responsible for its implementation.

### **Trendwatcher**

2. From an awareness of the complexity of the fast moving and ever evolving, international tourism and recreation sector, the PBa recognises the sector's current events, developments and social trends and translates them to their own tourism and recreational practice;

### **Investigator/Researcher**

3. The PBa in Tourism and recreation management methodically, effectively and independently, collects and interprets relevant (international) research results and transforms them into useable and innovative solutions for the tourism and recreation sector.

### **Product developer**

4. The PBa in Tourism and Recreation Management develops and manages market compliant and sustainable products and services for the Tourism and Recreation sector with a critical mindset, taking into account the target audience and the socio-economic situation.

**Marketeer**

5. The PBA in tourism and recreation management markets tourism and recreation products with a commercial, service-oriented and socially responsible attitude, taking into account the individual wishes and needs of each stakeholder;

**Communicator**

6. The PBA in Tourism and Leisure Management communicates professionally, both orally and in writing, in the language of instruction and in at least two other languages;

**Team player**

7. The PBA in tourism and recreation management cooperates constructively and reflects critically on his own professional functioning, both in an international, intercultural and/or interdisciplinary professional environment, and builds up a professional network in a targeted manner. He makes adjustments and facilitates the cooperation;

**Professional**

8. The PBA in tourism and recreation management delivers high quality work, applies common business processes with knowledge of relevant technology and attention for possible optimisations. He is critical, creative and innovative, loyal, driven, efficient and takes initiative. He constantly reflects on the quality of his own work and adjusts where necessary;

**Global citizen**

9. The PBA in tourism and recreation management continues to pursue a focused professional development. He does so, not only for his personal motives, but also from a sense of ethics and deontology, and from his social commitment as a world citizen.

## SKILLS EVALUATION CRITERIA

### 1. MOTIVATION & COMMITMENT A2:A25

Carries out tasks enthusiastically

Takes initiative, is proactive, responds to opportunities and seeks solutions

Puts in extra effort when needed

Is open to suggestions and eager to learn (tries out new methods)

Is actively interested in new developments of the sector and the organisation

### 2. INTEGRATION IN WORK ENVIRONMENT & SOCIAL SKILLS

Integrates quickly into the professional environment: makes easy contact with other employees and fits easily into the team culture

Cooperates actively and loyally within the team: consults colleagues, exchanges ideas, shares knowledge/ info to contribute to the common goal, works efficiently on projects

Is respectful and open-minded: deals appropriately with diversity (communication styles, personalities, sensitivities, cultural differences) within and outside the organisation

Makes easy and professional contact with customers/ guests and other stakeholders

Builds new internal and external relationships (a professional network) and participates in sector-specific activities

### 3. PRODUCTIVITY & FLEXIBILITY

Works systematically and efficiently within realistic deadlines

Is flexible: can adjust / adapts working methods in case of unexpected opportunities or problems

Works fast and remains efficient and goal-oriented even under changing circumstances; increases the pace of work if necessary

Is stress-resistant: remains polite and reacts adequately also under pressure

### 4. INDEPENDENCE & RELIABILITY (QUALITY CONTROL)

Is responsible and works independently: defines, prioritises and finishes tasks without direct supervision

Is reliable / delivers quality work: works accurately and precisely and is focused on detail and finishing

Focuses on self-assessment and quality improvement: is open to feedback, reflects and adapts the way of working and quality of work on this basis

In his absence others easily navigate their way through his files/projects

Reports to his managers, asks explanation or feedback when necessary in a suitable way, stands up for his own opinion in an adequate way

### 5. ETHICAL ATTITUDE

Adheres to the ethical rules of professional conduct

Knows and follows the corporate values, culture and ethics

Observes commitments, agreements and obligations

Handles personal or sensitive information and knows what information he may or may not share

Is respectful and careful in dealing with people, equipment and environment

### 6. SERVICE-ORIENTED ATTITUDE & PROBLEM SOLVING

Has empathy, is polite and friendly

Is customer and service focused: provides optimum customer-oriented services, reports on customer satisfaction and contributes added value

Comes well-groomed to work and always behaves correctly when dealing with stakeholders: he is aware of the fact that he represents the image of the organisation. Adapts attitude and language both to the customer and to the organisation

Communicates pre-emptively and appropriately and according to the style of the organisation

Can deal with difficult customers / situations: treats problems appropriately, finds effective and/or creative solutions and makes sure to follow up

## **7. INFORMATION LITERACY**

Quickly understands what information he needs and quickly finds his way through the data resources of the organisation

Quickly finds correct and professional information in case of knowledge shortcomings

Collects, analyses, synthesizes, processes and presents relevant information in the most appropriate format

Uses and integrates standard technological tools and software

Can adequately deal with the information flow

## **8. ICT LITERACY**

### **Knowledge of the Internet, Software and Social Media**

Uses all kinds of software to process information fast and in a correct way

Quickly learns new software

Can make a reservation via Galileo / Can work out and calculate rates/fares/costs

Can use tools for communication and marketing (building/ updating website, social media, ...)

## **9. PRODUCT KNOWLEDGE & INNOVATION/CREATIVITY**

Has a sizeable knowledge of the sector and easily uses this background information when needed

Is familiar with the organisation's activities, its stakeholders and market position

Knows the market and is able to spot new trends and developments

Closely monitors current events and takes part in sector activities

Develops new/innovative and creative tourism and leisure products/ services

## **10. COMMUNICATION SKILLS**

Uses fluent and proficient oral language

Uses clear and correct written language

Tailors communication (language, body language, dress code) to the preferred style of the organisation

Adapts verbal and non-verbal communication to the target group, whether or not it is international

Switches easily between languages

Understands and uses technical language / jargon

Understands informal language