



## **TQF 6 Field Experience Report**

**Course Code:** IBP4541

**Course Title:** Internship

**Credits:** 5 (400 hrs.)

**Semester/Academic Year:** 1/2021

**Students:** Bachelor of Business Administration

**Program:** International Business

# Field Experience Report

**Name of Institution:** Suan Sunandha Rajabhat University  
**Campus/Faculty/Department:** College of Hospitality Industry Management

## Section 1: General Information

**1. Course title and code:**

IIB4541 Internship

**2. Program:**

International Business Program

**3. Responsible faculty, lecturer, and section:**

Dr.Pongrapee Kaewsaiha and the lecturer team

**4. Course semester/academic year:**

Semester 1/2022

## Section 2 Implementation that Differs from Field Experience Plan

### 1. Student Preparation

Specify how to prepare students differently from the plan and provide suggestion for further planning.

Student preparation	Suggestion plan
<p>(1) Students must have an acceptable level of communication in English, or a proof of successful TOEFL or IELTS test, <b>and</b> a proof of regularly attending English Enrichment classes.</p> <p>(2) Students have to fill in the Form to apply for his/her IIB4542 International Business Cooperative Education.</p> <p>(3) Students must attend the Orientation arranged by the program prior to the field experience period.</p> <p>(4) Students will be allowed to participate only within the workplace that is relevant to international business program.</p> <p>(5) Students must consult and obtain the approval from program inspector/ advisor and the Director of International College.</p>	<p>(1) An orientation can cover a session for each host entrepreneur whom the students will work with to have an orientation or introduction talk to the students about how their field experience will be going so the students can prepare themselves better. This will be the time when the lecturers can keep relationship with the industry.</p> <p>(2) Creating a standard handbook for International Business Cooperative Education which will be used every year.</p> <p>(3) Setting up web portal or e-learning for the field experience students earlier before their field experience starts would be a good idea as it can be a motivator for them to immediately send weekly report via e-learning.</p>

## 2. Advisor/supervisor preparation

Specify how to prepare advisor / supervisor differently from the plan and provide suggestion for further planning.

<b>Advisor preparation</b>	<b>Suggestion plan</b>
<p>(1) Advisor has roles to monitor and evaluate the students by visiting them to assess the students' work performance, self development, adaptability and learning capacity.</p> <p>(2) Advisor has to assess field experience report submitted by individual students which expresses the application of individual students' knowledge to actual practice.</p> <p>(3) When visiting the students at the workplace, the inspector/advisor has a role as a consultant to various problems found at work, then discuss to the host about the problem and find out the possible solutions. If receiving a report of student violation, the inspector/advisor should find the fact and report to the Director of International College in written form.</p>	<p>(1) Advisors must be informed of their duties earlier and with clear explanation, at least one month before the field experience starts. It could be in a form of a handbook for advisors who are in charge of visiting and supervising students registered for field experience.</p> <p>(2) The advisors can use telephone call or doing a video conference if he/she cannot visit a student at the workplace.</p> <p>(3) Requiring students to send their weekly reports to all advisors every week. In this way, advisors will be able to keep update with all the responsibilities of the students despite not being able to visit them. Sending weekly report can be done via email or e-learning system.</p> <p>(4) For the academic year 2015, the advisors should collect the maps of where all the host workplaces are located because it is easier to make a visiting plan.</p> <p>(5) The advisors should be reachable for the students to call when they have any problems that they cannot be solved. However, it should not be every time that the advisors will be the one who solve students' problem (s) as the students should be able to think and analyze how to solve some problems on their own. This can be a way for them to learn living and working skill.</p>

### 3. Field supervisor at workplace preparation (if any)

Specify how to prepare field supervisor differently from the plan and provide suggestion for further planning.

<b>Workplace supervisor preparation</b>	<b>Suggestion plan</b>
(1) Field supervisor was arranged by host entrepreneur and every time the students were rotated to other departments, the supervisor was changed as well. (2) For the first visitation, the advisors have to talk with field supervisors on what kind of experience a student should get after finishing the International Business Cooperative Education. The topics concern with job descriptions and probability of job rotation within the workplace.	(1) The advisors should talk with host supervisor on the matter of concerning issues before the field experience starts. (2) The workplace should assign at least 2 supervisors to coach one student. (3) The supervisors should prepare a clear job description for the students. However, they also can give other tasks beyond the job description if the students' performance meets its satisfied level.

### 4. Changes of field experience (if any)

Specify changes from the plan in the following topics and provide suggestion for further planning.

#### 4.1 Change of activities and/or assignments.

<b>Change of activities and/or assignments</b>	<b>Suggestion plan</b>
One student was transfer to another department not mentioned at the beginning. This was appropriateness and the new job rather matched the student's personality than the previous one.	Weekly report is a way to know what the students are doing everyday (at the whole week) at the workplace. Therefore, weekly report should be used as monitoring the students remotely. If each advisor notices that the tasks described in the weekly report sound obviously repeated for a period of, for example, one month, the advisor can consider talk to the students and the host about the job description and job rotation, whether on phone or personal visit. This is to make sure that the students would not spend most of their time doing the repeated job and gaining less experience.

4.2 Change of facilities for students support.

<b>Change of facilities for students support</b>	<b>Suggestion plan</b>
<p>(1) For the field experience this time, the students received their field experience handbook late (the students received the handbook on the first visit by the advisor).</p> <p>(2) For work experience this time, there was no e-learning for the students to send their weekly report to the advisor (via the web) and for the advisors to announce things to the students. In the meantime communicating via email was used.</p> <p>(3) Some students needed to travel from home to the workplace by themselves. There was no transportation support.</p>	<p>(1) The handbook must be ready before the field experience starts. Moreover, we may consider making a standard handbook for pre-coop and field experience which will be used every year.</p> <p>(2) Setting up web portal or e-learning for the field experience students earlier before their field experience starts would be a good idea as it can be a motivator for them to immediately send weekly report via that portal. Moreover, it can record all reports submitted.</p> <p>(3) One suggestion (in case that the host cannot provide transportation service) is that the students should manage to find a dorm or apartment near the selected workplace as for convenience and security.</p>

### Section 3: Result

1. Number of students who register/ join field experience: 11 students

2. Number of students at the end of field experience: 11 students

3. Number of students who withdraw: None

4. Variability of scores level (grade).

Specify number of students and percentage in each scores level.

Student's score as percentage	Grade	Total	Percentage
86 – 100	A	3	27.27
82 – 85	A-	-	-
78 – 81	B+	-	-
74 - 77	B	-	-
70 – 73	B-	-	-
66 – 69	C+	-	-
62 – 65	C	-	-
58 – 61	C-	-	-
54 – 57	D+	-	-
50 - 53	D	-	-
46 - 49	D-	-	-
0 - 45	F	-	-
	I	8	72.73
	W	-	-

5. Factors influenced field experience. (If any)

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## **Section 4: Problems and Management Impact**

### **1. Management problem from institution and/or workplace/training place.**

This could be about support of time and budget for advisors' visit students at workplaces. Some workplaces are far, not in proximity to the university area, e.g. in other provinces. Another one is about relationship made to different host as to pave way to students' field experience.

### **2. Impacts towards students' learning.**

Host supervisors did not have enough time to give proper coaching and training to students. Sometimes, it was like that the students worked by their own without any supervision.

### **3. Solutions to avoid problem and obstacles in the future (if any).**

During the cooperative education, work integrated learning semester, time and budget support should be planned and managed well to support advisors' convenience in visiting students. As one problem occurred was that the advisors did not have enough time to visit the students (most advisors visited the students only once). Moreover, the program will need to start making concrete relationship with host entrepreneurs.



## Section 5: Field Experience Evaluation

### 1. Result of evaluation from students (please attach the result).

#### 1.1 Significant feedback from the result.

Specify both strengths and weaknesses.

##### Strength:

Students gained lots of knowledge and practical skill from the host entrepreneurs. Most students showed that they are matured and ready to work in their real life.

##### Weaknesses:

- (1) In many cases, the workload was too much for the students due to the host having not enough staff.
- (2) Some students, from the advisors' observation, could not perform up to the expectation even though they had just been back from experience.
- (3) Some students did not send any weekly report to the advisors. This shows that the student did not learn how to be responsible and have discipline.

#### 1.2 Lecturer's opinion/ field experience supervisor's opinion.

- (1) The process of selecting host entrepreneurs should be considered among students and lecturers.
- (2) Lectures who take care of field experience may consider having regular meetings with students of all years about cooperative education: work integrated learning program.

### 2. Result of field experience evaluation from employer or field supervisor.

#### 2.1 Significant feedback from the result.

Specify both strengths and weaknesses.

##### Strengths:

- (1) The performance of our students met with the expectation of the host. All hosts indicated satisfaction towards the students. The satisfaction evaluation was good to excellent.
- (2) This field experience was very good for the students as some of them have already been offered a position working with the host. This is a good opportunity for students especially those who had been trained with secured companies.

##### Weakness:

- (1) Students should practice Protoshop.

## 2.2 Lecturer's opinion/ field experience supervisor's opinion.

- (1) Students should get good care and support as well as coaching from their hosts.
- (2) Company or Host supervisors should provide more comments and suggestions for students' improvement and improvements of the field experience program (if any) in the evaluation form provided, as this would be useful for next field experience.

## Section 6: Improvement Plan

### 1. Improvement of recent field experience

Briefly explain major improvement e.g. improvement of faculty or field experience supervisors and new way of qualitative management.

- (1) A seminar was held for the students who were back from the field experience to present their experience to lecturers for evaluating, scoring, and grading, and this time, junior students were invited to join the seminar to listen to what the senior students would share, or even to ask questions. Junior students who attended the seminar will get some ideas of what kind of host entrepreneurs they should go for their field experience and what kind of questions asked by lecturers.
- (2) It is okay if students who are going to be on their field experience can start getting to know the host or introducing themselves to the host (can be done via email or by visit, perhaps with the advisors) before the field experience starts. However, this is upon time and convenience factors.

### 2. Progression of field experience improvement from the previous evaluation.

Specify improvement points in case that it's not listed in no.1 and describe achievements and impacts. In case that the plan can not be finished, provide reasons to support.

Improvement points	Achievements and impacts
None	None

### 3. Suggestion for the next semester/ academic year.

Specify the plan with the expected deadline and responsible persons.

Proposed Plan	Deadline	Responsible Lecturer
(1) Updated and Revising field experience handbook. (2) Arrangement of orientation and seminar for students	Throughout semester	Lecturers of the Digital International Business Program

### 4. Suggestion of field experience lecturer to responsible program lecturer.

- (1) Comments from participants should be useful and contribute some interesting and challenging discussions, as well as yield academic advantages.
- (2) DIB Lecturers should provide more assistance for students in identifying

professional workplaces for their field experience.

- (3) The DIB Program and the college may consider initiating projects that help build good and strong relationship with host entrepreneurs.
- (4) The college may consider supporting in terms of time and budget for arranging field experience, pre and post, for both students and lecturers, such as budget of visiting students (not transport budget), budget set as remuneration for reading students' reports and listening to their presentations that takes at least 1 or 2 days, especially in the case the number of students increases. However, this is not a serious case.

**Responsible lecturer/ field experience advisors:**

Signature .....  
(Dr.Pongrapee Kaewsaiha)

**Responsible program lecturers:**

Signature .....  
(Dr.Yingsak Vanpetch)

Signature .....  
(Dr.Nalin Simasathiansophon)

Signature .....  
(Ms.Sommaya Prachyangprecha)

Signature .....  
(Assoc.Prof.Dr.Denis Ushakov)

Signature .....  
(Asst.Prof.Dr. Kevin Wongleedee)

Signature .....  
(Mr.Kongsak Boonarchathong)

Signature .....  
(Dr. Niracharapa Tongdhamachart)