



 ADULT
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Work-based Learning from the Local Perspective

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Background

Research

Findings &
Recommendations



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Findings &
Recommendations



**Develop skilled, trusted
practitioners**



**Drive enterprise
adoption of learning and
performance solutioning**

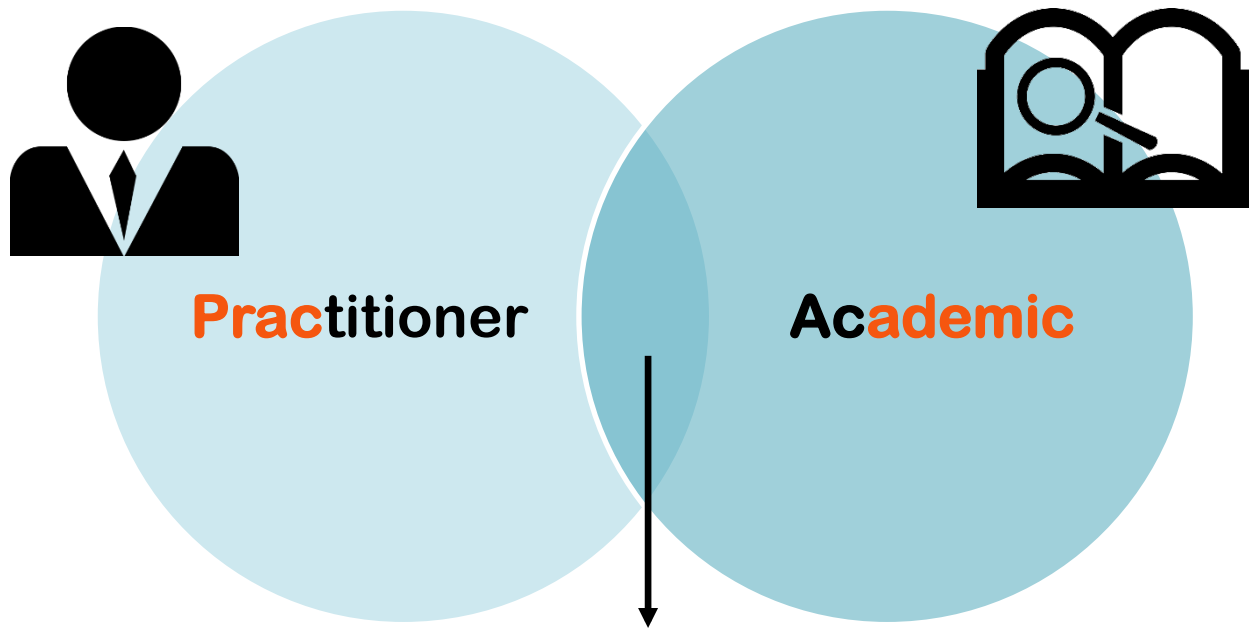


**Develop practice-led
research capabilities to
inform best practices**

Centre for
Learning &
Performance



‘Pracademics’: Bridging Theory and Practice



Practitioner

Academic

Driving practice-led research*

Workplace Learning

Learning that happens naturally in the workplace, and led by **employers**

Work-based Learning

Workplace-based learning that is undertaken in conjunction with classroom learning, and led by **educational institutions**



IAL-SP Pracademic Research Collaboration





Research Question

How can educational institutions partner enterprises to deliver effective work-based learning arrangements in internship?

- (a) What is an effective internship experience?
- (b) What are the recommended work-based learning arrangements for an effective internship experience?



Research Process & Methodology



Introduction to
Stakeholders
(*School,
Company, Intern*)



Literature
Review &
Document
Reviews



Standard
Interview
Questions
Designed



Interview
stakeholders at
pre-determined
intervals



Observations of
mentoring-
coaching
sessions



Regular cross-
sharing &
calibration,
supported by IAL
Research Division



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MANAGEMENT TRAINER TRAINER PRACTICE TRAINING DEVELOPMENT
STUDENT OPPORTUNITY SKILL TEACHER
EMPLOYEE WORK CAREER EMPLOYMENT APPRENTICESHIP COMPETENCY
SCHOOL TRAINER TRAINER
SUCCESS INSTRUCTING IMPROVEMENT HIRE
INTERNSHIP
EXPERIENCE JOB EDUCATION EXPERTISE CONSULTING
LEARNING TEACHING
PROFESSIONAL KNOWLEDGE EXPERT
BUSINESS COACHING

An IAL-SP Partnership



An IAL-SP Partnership



Skilling me softly



Making Informed Decisions about One's Future



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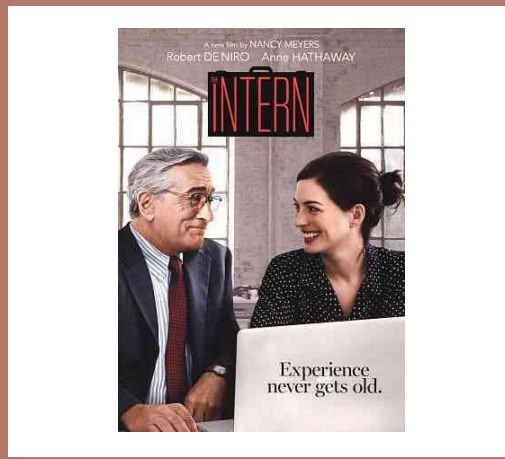
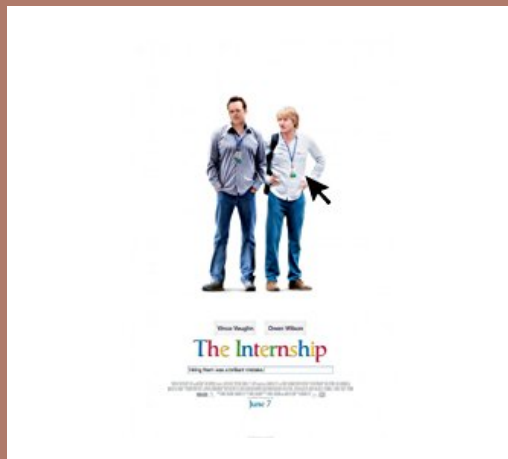
**Career
Opportunities**
After
Diploma



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Myths vs Realities



Limitations in Work-based Learning

- Immediate need
- Narrow
- Unsystematic
- Lacking in theoretical background and overview
- Research in internships has taken place mainly in a Western context with limited research coming from the Asian perspective (Rose, 2013)



Long-term talent development pipeline vs short-term manpower needs

From Research



There is evidence suggesting that internships are being extensively used as a means to **attract and screen talent** globally (*Rose, P. P., 2013*)

Internship has also been used as a **talent development strategy** by Chinese organisations (*Buderi & Huang, 2006; Chen & Hoskin, 2007; Schmidt, 2011*)

From the Company



“The duration of the internship can be longer. We can better plan our projects. Sometimes, when we teach her, if short term would not be able to see result. The first 3-4 months, she is learning. **By 5th and 6th month, she is performing.** She starts doing work and give ideas. She is less stressed and has a bit more time to do research to help us.”

– *Business Owner*

From the Intern



“I feel like 22 weeks is too long. A good length is 20 weeks. I do enjoy internship here. I feel at first here is so-so but **as time goes by I am happy to be here.**”



Need for a Negotiated Curriculum

From Research



Internship is often seen as part of the **technical curriculum** (Bosley, 1995; Sides & Mrvica, 2007) and a form of **practical work experience** which formed part of academic qualification (Hoy, 2011).

From the Company



“I teach her about work skills such as ensuring the office is clean. **We teach her to greet and interact with customers.** When customers come in she knows what to do.”

- *Supervisor*

From the Intern



“The class teaches about 20-30% of what we actually do in the workplace.”

“**I know more about what is accounting work here** than in school. ... I cannot feel the difference when teacher tell me in class the workplace is different.”



Internship influences career choices

From Research



Individuals apply what they learn through the exploratory process by **matching their interests and abilities to occupations** and **applying their self-concepts** to both work and life roles (Super, 1957)

From the Intern



“I am still thinking. I want to **observe more** before asking them for advice. I am more positive about accounting.”

“This internship more or less **affirmed** what I liked about accounting. I have the basic accounting knowledge and I am quite fast and understand quickly. I am more a math person. I like doing the paper work in accounting.”



Internship helps students connect the dots between theory and application

From Research



- Internship is often touted as providing a platform to **apply what is learned from the classroom to the workplace** (*O'Hara and Shaffer, 1995*)
- Studies have reported that internships result in the **better application of classroom learning to the workplace** (*Bloch, 2011; Henze, 2006*)

From the Intern



“The **workplace is totally different from what was taught in the class**. School is to prepare us for the foundation. I feel ... here is more detailed. I know more about what is accounting work here than in school. ... I cannot feel the difference when teacher tell me in class the workplace is different.”



Internship fosters resilience and “soft skills”

From Research



The internship experience helped **improve the students’ confidence and self-esteem**; provided the students with exposure to the latest technology; gave the students the opportunity to network with people in the industry and business arena. *(Crisostomo, D. T. 2015)*

Interns identify the **learning of personal and interpersonal skills** as being more important than the refinement of technical skills. *Edward Beck, J., & Halim, H. (2008)*

From the Intern

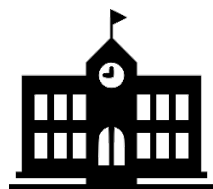


“If we don’t have this internship, **we will not know how work life will be**. In school, we have teachers and friends. In work life, we are prone to injuries”.

“I have gained a lot of work skills such as being accurate in my work. **Here, I learned to be more meticulous**. Not everything you see is right. You have to be more accurate and meticulous.”



Effective School-to-Work Transitions: “Negotiated Accountability” across Stakeholders



SCHOOL

- Negotiated Curriculum **with** Industry
- Liaison Officers as active collaborators **with** Company Supervisor; identify opportunities for intern to value-add

- Workplace **community** as mentors/industry coaches **cum** talent-scouts
- Equip supervisors to support interns in the critical reflection process



COMPANY



INTERN

- Paradigm shift in **embracing skills-based careers**
- Role in nurturing soft skills



FAMILY



Q&A



thank you