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Title:

MORE THAN JUST COFFEE & COPYING: A QUALITATIVE STUDY OF CAUSES AND CONSEQUENCES OF INTERNS' FRUSTRATION

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Dedicated to all the chocolate, that I have eaten.

ABSTRACT

Located within the fields of motivation and coping, this report examines the phenomenon of internship frustration to explore its major causes and consequences. The qualitative study relies on 181 internship reports and 10 in-depth interviews. The subjects are students of the department of Politics and Administration at the University of Konstanz (Germany). A combined analysis reveals that major triggers of internship frustration are insufficient supervision and unchallenging, repetitive tasks as well as an adverse organizational culture. Subsequent consequences of interns' frustration are resignation and intention to turnover, but also increased levels of learnings. In contrast to employee frustration, it is shown that interns' reactions to frustration are more likely to be carried out mentally. Therefore, acts of violence and aggression are a rare phenomenon, due to incipiently lower levels of self-consciousness of the intern in the working world. Furthermore, implications for employers, HR departments, universities and students are outlined, accompanied by theoretical insights concerning stage models of internships and ideas for future research.

Keywords: Frustration, Internship, HRM, Supervision

Don't walk behind me; I may not lead.
Don't walk in front of me; I may not follow.
Just walk beside me and be my friend.

— Albert Camus

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Ich möchte gerne meinen Ströseln, Wildtieren[1] und Berten danken!

Und selbstverständlich auch dem Böki!

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1 insbesondere Tiga und Gittie

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ACRONYMS

DPA   Department of Politics and Administration

ECTS   European Credit Transfer and Accumulation System

HR   Human Resources

HRM   Human Resources Management

NGO   Nongovernmental organization

OCB   Organizational Citizenship Behavior

INTRODUCTION

Making coffee, printing and copying – prejudice or sad truth for many interns? A German survey based on 5500 internship evaluations revealed that nearly 34% of all interns are frustrated with their work placements, while approximately 40% receive no salary for their work (Praktikantenreport, 2012). While the expression "Generation Praktikum" (German for generation internship) becomes more and more popular due to the increasing number of internships, one wonders what makes students adapt to dissatisfying situations and frustrating work placements.

In order to comprehend the development of frustration within interns it is crucial to understand the student's perspective: Being handled as future high potentials a lot of undergraduate students do work placements during their studies to boost their careers. Hence, interns incorporate expectations of learning, improving and networking. However, contrary to their expectations, the working world is often not matching their expectations. The tasks might be repetitive, boring and without challenge. If students are inhibited of reaching their diverse goals and aims implied with their work placement, it is likely that they react with frustration.

But why is there a gap between work reality and students' expectations of work life? Despite certain preparation courses at the universities, still a lot of interns report feelings of frustration. What exactly causes frustration within interns? Is it the often non-existent salary, or the lacking supervision and insufficient feedback? And how do interns react to frustrating situations?

As an extensive literature review will show, the phenomenon of frustration is well elaborated in the context of employees, but has not been thoroughly studied on interns. This paper, therefore, has the aim of assessing both major causes and consequences of interns' frustration, closing the existing research gap.

While not yet being a part of an organization interns can merely be taken as members of the labour market of the future, competing and striving for good career options. Hence, although this study is limited to assessing major causes and consequences of interns' frustration, it still highlights the

interface between the fields of organizational frustration and labour market frustration, as students are not yet members of the organization but are striving in becoming one. Frustrated members of the labour market can be seen as lost value on the way of making a nation productive. Hence, combating interns' frustration is not only a crucial societal issue but also impacts on motivational and productivity levels of the individuals. Therefore, despite the fact that interns are not yet organizational members, organizations should still strive for providing for a satisfying internship and, hence, safeguard for future organizational success.

1.1 RELEVANCE OF RESEARCH TOPIC

Frustration is an important human and organizational phenomenon, with links both to motivational and need and goal centered theories. The motivation and effort of working people are essential to increase a nation's output and its productivity (Campell, Campell & Associates, 1988), making motivational theory one of the most important topics in organizational sciences (Miner, 2003).

The severe consequences when organizations fail to guarantee employee motivation while instead triggering feelings of anger and frustration are expressed best in actions of aggression: In 1992, a frustrated worker took revenge and shoot four people dead. The Concordia University massacre was no single case: statistics reveal that homicide was the second leading cause of death in the workplace in 1996 (Toscano & Windau, 1998). High levels of frustration and dissatisfaction trigger aggression, bad mood and turnover. High turnover increases costs for recruitment and selection processes as well as disruption of the workplace, making frustration a serious organizational problem.

In contrast to employees, interns are looking for first practical insights in the professional field, which can nevertheless be formative for their future career. In addition, the sheer number of young people doing work placements makes it even more important. Many students try to boost their career chances with practical experiences. From an organizational perspective interns can be seen as a cost factor as they have to be supervised, and supplied with work and feedback. However, they can also contribute in a very positive way to organizational success: Most interns are highly intrinsically motivated, rich in innovative ideas and provide the company with

fresh wind and energy.

Hence, making these interns happy will in the long run increase their motivation and performance. Furthermore, interns serve as a pool of high potential, future employees, from which the organization can chose. Therefore, recruitment and selection processes can be improved as the usual costly time of introduction and training is reduced. Therefore, organizations who succeed in attracting and satisfying interns, may gain a competitive advantage from their successful internship programs. This has already been shown for employees, as "the greater their potential motivation, the greater [...] the amount of energy that [the] person will be willing to mobilize" (Brehm & Self, 1989, p. 111). Frustrating an intern during his or her work placement, may exclude the organization from being chosen as a feasible employer for the future. This is why exploring major triggers and consequences of interns' frustration is of importance for the students, the universities and, first and foremost, organizations and their attached HR departments.

1.2 RESEARCH GAP

As will be shown, research is full of articles and books handling frustration and its consequences, mainly aggression. In addition, advice how to create the perfect internships is abundant. As interns are the workers of tomorrow, incidences influencing their personal and professional development are of crucial importance to understand their careers decisions. However, no article has so far tackled the issue of bringing these two issues together and analyze interns' frustration. Hence, this paper will close this gap by looking for major triggers of interns' frustration as well as the subsequent reactions and the learnings.

Gaining insights into causes and consequences of internship frustration sheds light into the field of frustration itself, while comparing it with previously conducted research as well as the field of designing internships.

The object of investigation are undergraduate interns, which means students who have completed their first internship. Due to the qualitative approach, this paper will not tackle the directions and strength of possible correlations between these two concepts. Related, interesting research projects within this area are outlined in the end of this paper. Hence, this article is important for both the field of frustration management, and for

Human Resources (HR) departments of organizations, universities and interns.

1.3 RESEARCH OUTLINE

The question of internship frustration's causes and consequences is tackled with a two-fold research design. The target of this case study is the University of Konstanz and its Department of Politics and Administration (DPA). Within the so called 'work placement archive' of the DPA there are stored more than 830 reports of the last years' internships. For this study, reports from 2013 and newer were included (181 reports). Starting with a document analysis based on these work placement reports, possible interview partners were identified and the semi-standardized interview guideline was designed. The questions served as basis for 10 in-depth interviews with students from the DPA of the University of Konstanz, who completed their internship in 2013. The combined analysis revealed major causes and consequences of internship frustration. In the end, limitations, ideas for future research as well as theoretical and practical implications are outlined, followed by an overall conclusion of the paper.

LITERATURE REVIEW AND THEORY

This literature review of both frustration and internships lays the ground for the development of a concept of internship frustration. The insights guide the researcher during the analysis and interpretation of the data.

2.1 FRUSTRATION

2.1.1 *Definition of Frustration*

Frustration is an important behavioral theory cutting across phenomena such as learning, motivation and personality theory (Maier, 1956). The terms used for frustration "refer to almost any situation prior to goal-achievement" (Yates, 1962, p. 1). Moreover, frustrating situations are to be separated from frustrated organism: A frustrating situation prevents an organism, "by a physical barrier, from attaining a physical goal by the performance of responses which previously led to the attainment of that goal" (ibid., p. 176), which separates it from any learning situation. For example, frustrating situations include results that conflict with expectations, persistent or severe punishment, barriers to exit or escape, too much pressure and an insoluble problem (Maier & Ellen, 1955). A frustrated organism which is exposed to a standard frustrating situation can be frustrated to a differing extent.

Frustration as such is "an interference with the occurrence of an instigate goal-response at its proper time in the behavior sequence" (Dollard, Doob, Miller, Mowrer & Sears, 1939, p. 7). Being an external event, frustration acts as a stimulus to an individual by eliciting an emotional reaction (Lazar, Jones & Shneiderman, 2006b). A frustrating situation is, hence, defined as a situation in which an obstacle (physical, environmental, social or conceptual) prevents the satisfaction of a certain desire (Barker, 1938).

Such needs and desires inherent to the individual trigger frustration if one is inhibited of realizing them. "[N]eeds are hypothetical concepts that represent the basic internal forces to explain motivated behavior" (Pinder,

2008, p. 238). In work settings, pay, promotion and recognition from one's supervisor are examples of goals that people may seek to satisfy their existence, relatedness, and growth needs through their work" (ibid.). However, it has to be specified that frustrated persons are not without a goal, but their behavior is lacking a goal (Maier, 1956). Possible substitute goals can give relief from the tensions.

Hence, it is necessary to keep in mind that "[n]eeds are internal to a person, part of the personality; goals are external agents or states" (Pinder, 2008, p. 238). These concepts will be of importance while discussing the strength as well as consequences of frustration. Furthermore, the importance of the task or outcome as well as the belief that the goal can be accomplished are especially important for success or failure. Self-efficacy, which is the belief in one's personal capabilities, can further affect goal commitment (Locke & Latham, 1990).

Berkowitz (1989, pp. 60-61) specifies that "an impediment is not a frustration unless the person involved is striving, implicitly or explicitly, to reach this goal and the person involved anticipates satisfaction of a need through the attainment of the goal in question". This means that people striving for something that someone external to them told them to do, will not be frustrated, unless the person internalized this goal. Hence, the obstacle is not limited to the actual activity but accounts for what the individual is expecting (Mowrer, 1938). In addition, Berkowitz (1989) differs between deprivation and frustration, pointing out that poor people who lack the good things in life are not necessarily frustrated.

Furthermore, one has to distinguish between an internal and external block, while the former consists of deficiencies within the individuals and the latter can include social or legal barriers or the behavior of other people. Frustration can, hence, also be triggered by situational constraints in the immediate work situation (Peters & O'Connor, 1980). As research showed, the majority of people want to work and perform at their workplace, but are prevented from doing so, due to restrictive practices of managers and limiting policies of their organizations (Hall, 1994; Pinder, 2008). Such policies and restrictions can highly influence an employee's motivation and can be brought together with the theory of motivators and hygiene factors of Herzberg.

Following this theory, motivators in the work environment are, for instance, achievement and recognition, varying and interesting work tasks and an

increase of responsibility over time (Herzberg, 1976). These factors safe-guard for long-lasting job satisfaction and positive feelings towards work due to the triggered intrinsic motivation (Pinder, 2008). In contrast, hygiene factors concentrate around factors such as organizations' policies, poor interpersonal relations and working conditions (such as noise, smell, heat or coldness) (ibid.). Thus, not fulfilling hygiene factors is equal to posing situational constraints on employees.

2.1.2   *Causes of Frustration*

Every individual is frustrated by different situations, people and inhibitors, as they have a different set of goals and aims in mind. One can differentiate between two main categories of causes of frustration: Factors that are external to the person, and being out of his control, belong to the first category. Examples are restrictive organizational policies, boring and repetitive jobs, uncooperative supervisors or the structure of the organization (Spector, 1978; Pinder, 2008). Furthermore, the very nature of the workplace marked by globalization, reduction of workforce, increased pressure and demands for higher productivity paired with a cruel organizational culture can be perceived as frustrating (Neuman & Baron, 1998). People are, thus, likely to feel trapped in a treadmill of work.

Spector (1997) provided a list of categories of frustrators, related with the information supply, the provided equipment, the financial support as well as services, a certain amount of task preparation, a time factor and the self-image of a person within the work settings. To the extent that these situational constraints inhibit the successful accomplishment of goals and aims, these conditions will be associated with greater frustration, stress and dissatisfaction (Peters & O'Connor, 1980). Such poor performance can be attributed to the unavailability of the needed resources, or the inadequate quantity or quality (ibid.). The removal of such constraints leads to an immediate improvement of performance as well as to increased expectancy beliefs and motivation. As people without any constraints, perform better, while at the same time showing more positive responses to the work settings, the identification and removal of such constraints is crucial for organizational success (ibid.).

Furthermore, frustration can be related to injustice, as individuals expect that the amount they invest in and gain from a relationship should be pro-

portional to what another person invests and gains (Adams, 1965). The experience of injustice is one of the most common causes of deviant behavior (Ambrose, Seabrigth & Schminke, 2002). Consequently, employees are likely to report sick more frequently if they experience that their organization fails to fulfill their expectations (De Boer, Bakker, Syroit, & Schaufeli, 2002). Unfair treatment of employees by their bosses is one of the most significant sources of job dissatisfaction and low commitment to the employer (Pinder, 2008).

Unfairness at work relates to distributive fairness (outcome) (Folger & Greenberg, 1985) and procedural fairness (process) (Spector, 1975) as well as interactional justice. The latter is defined as a certain kind of mistreatment at the workplace. The emotions triggered by these forms of injustice comprise anger, embarrassment, hopelessness, rage, shame, irritation or cynicism (Greenberg & Barling, 1999; Pinder, 2008). People who feel frustrated due to unfair wages may strive to restore a certain balance between their contributions to the organization and their rewards, by either attempting to raise the outcomes or by lowering the inputs to the organization (Adams, 1963). A specific reaction to underpayment inequity is, for instance, employee theft (Greenberg, 1993).

Unfair treatment can lead to withdrawal from aversive work conditions as well as stress which in turn serve as good explanations for absenteeism (De Boer et al., 2002). Withdrawal implies lower input and weaken the exchange relationship with the organization. Stress can reduce the ability to work while affecting the well being and health of the workers (ibid.). Consequently, employees may try all kinds of behaviors to still be able to meet their needs, as there are countless potential barriers external to the employees, which can prevent them from reaching their goals (Peters & O'Connor, 1980). These perceived frustrations can then trigger aggressive feelings, if the blockage itself is aversive (Berkowitz, 1989). Hence, the assumed intentions of the parties who actually caused the blockage are of importance.

The second category encompasses characteristics of the person being frustrated, for instance the lack of ability to perform the tasks, age (Rosen & Jerdee, 1976) or gender (Bartol, 1978; Larwood & Wood, 1977). In general it tends to be harder to identify internal causes of frustration, than it is to identify external frustrators (Mitchell, Green & Wood, 1981; Vroom, 1964). Table 1 summarizes major external and internal causes of frustration. However, the focus of this paper lies upon the external causes of frustration of

interns.

Diagnosing the exact cause of frustration is difficult: Frustrated people are not always aware of their personal barriers to achieving their goals; the resulting behaviors differ highly from person to person; people tend to have difficulties to identify frustration of growth needs compared to relatedness or existence needs. Moreover, as most of the current jobs in our economy do not satisfy those growth needs, the frustration of such needs is a major problem in organizations which manifests itself for example in dissatisfaction and boredom (Pinder, 2008).

External factors	Internal factors
- Organizational Settings - Uncooperative supervisors - Organizational structure - Situational constraints - Ressource supply - Organizational Climate - Reduction of workforce - Physical environment - Injustice and unfairness - Job and Tasks - Jobs without challenge - Jobs without growing responsibility - Boring Tasks - Repetitive Tasks	- Characteristics of the person - Lack of ability - Age - Gender

Table 1: Overview: Causes of Frustration

2.1.3 *Consequences of Frustration*

Reactions to frustration may range from emotional responses of anger and increased psychological arousal, to alternative courses of action, aggression and withdrawal (Spector, 1978). As people act as a result of their selection of goals and behavior options (Rothermund, 2011), it is important to acknowledge the varying degree of the intensity, valence, duration and consistency of feelings and emotions (Ashforth & Humphrey, 1995). Hence, emotions can be understood as first signals of the level of adaptation of a person to certain challenges (Oatley & Jenkins, 1992), as they can facilitate the disengagement from a goal or increase the emotional attachment to it (Rothermund, 2011).

Emotions are often functional to the solution of problems via their regulating, buffering, prescribing or normalizing function (Asforth & Humphrey 1995): Neutralizing means that the emergence of socially unacceptable emotions is prevented, while buffering describes the process of segregating potentially disruptive emotions. Prescribing helps to specify socially acceptable reactions, whereas normalizing helps to diffuse and re-frame unacceptable emotions in order to preserve the current status quo. The emotional reaction to frustration may be a sub domain of the area of job stress, whereas affective reactions include phenomenons such as dissatisfaction, feelings of stress, frustration, anxiety or anger (Chen & Spector, 1992).

Behavioral reactions to organizational frustration can include effects on job performance, turnover as well as interpersonal and organizational aggression (Fox & Spector, 1999). The behavior itself can help to find a solution for the perceived problem. For instance, it can trigger an attempt to find an alternative path to goal achievement, or the withdrawal from efforts to achieve certain organizational goals, such as turnover and absenteeism. Frustration is insofar dangerous in the workplace as it may trigger maladaptive behaviors which in turn lower the overall performance, in particular goal-oriented behavior (Lazar et al., 2006b).

Furthermore, it is important to differentiate between frustration responses and responses to frustration (Yates, 1962). There are "responses indicating a state of frustration in the organism (frustration-response) and responses to that state of frustration (response to frustration)" (ibid., p. 175; see Figure 1). Frustration responses are arranged before the actual responses to
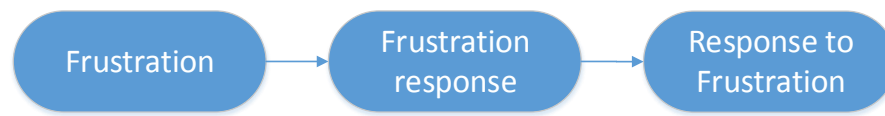
Figure 1: Process of Frustration Reactions

frustration, whereas the latter ones are more occupied with the search of a way out of the miserable situation. Frustration responses are feelings like anger, dissatisfaction and sadness, as these responses indicate a state of frustration in the organism (ibid., 1962). Responses to frustration can be seen as "stimuli-producing responses" (Yates, 1962, p. 178) which lead to some inner conflict. This in turn makes the person look for alternatives to reach the goal.

 Moreover, most of the reactions to frustration are not performed openly but covertly (Spector, 1978) and are, hence, quite difficult to assess. Typical types of responses of frustration encompass resignation, revenge and aggression. States of frustration may lead to aggressive, regressive or resigned behavior (Yates, 1962) which are all responses to frustration. Regression means that a frustrated person makes use of less sophisticated behaviors than those befitting the person and the situation (Maier, 1961). Examples could be crude and cruel joking (Collinson, 1992; Kahn, 1989), overriding the severeness of the situation or applying swearing and humor (Duncan, Smeltzer & Leap, 1990) to deal with the frustration. In the short run these acts might help to alleviate people. However, the danger lies in the boomerang effect which will make the situations even worse if they reoccur (Pinder, 2008). Fixation is best described by people who still apply the same goal-seeking behaviors despite knowing that they are ineffective. In the long-run this might lead to perceived helplessness and such fixated behavior can in the worst case damage one's self concept (Korman, 1970). Resignation literally means "giving up" (Pinder, 2008, p. 248) and implies effects such as decreased performance due to withdrawal or absenteeism. Even if people still come to work, they might "simply [bring] their bodies to work and [leave] their hearts, minds and souls at home" (ibid., p. 248). This leads to dwindling innovative input as well as decreased output. However, it is usually a natural response when employees' needs collide with the firm's procedures or structure (Argyris, 1957).

Adaptive responses:	Maladaptive responses:
Exploration of the problem by problem solving	Lacking orientation towards problem-solving
• Transforming stress into active energy • Finding and pursuing alternative goals	• Sabotage & Theft • Aggression & Violence • Withholding of output or information

Table 2: Adaptive and Maladaptive Responses

Furthermore, research has shown that responses to frustration can be separated into adaptive and maladaptive ones (Shorkey & Crocker, 1981; see Table 2). Adaptive responses are constructive such as transforming stress into active energy and using this energy for the original goal or finding and pursuing alternative goals and problem solving (Wong, 1979). Whereas maladaptive responses are lacking the constructive problem-solving part and often culminate in making the frustration experience even worse by creating additional problems. Examples center around sabotage, theft, aggression, violence as well as withholding of output and important information (Pinder, 2008). Although aggression is by far the most frequently discussed outcome of frustration "there are far more causes of aggression than only frustration, and frustration can result in consequences other than aggression" (Pinder, 2008, p. 244). However, this does not deny the fact that the connection between the two concepts is powerful.

In addition, the discussion of consequences of frustration is connected with the research field of coping strategies. Despite the fact that coping strategies can be seen a part of how the individual reacts to frustration, the emphasis of this report lies clearly exploring causes and consequences of interns' frustration. Therefore, coping strategies will only serve as helpful theoretical insights while discussing the findings of this report. Coping strategies are behavioral or psychological efforts to tolerate or reduce stressful events. Similar to the concept of adaptive and maladaptive response, it is possible to distinguish between problem solving strategies and emotion-focused coping strategies (Folkman & Lazarus, 1980). While the latter ones regulate the emotional consequences of stressful events, problem-solving strategies imply that the individual does something ac-

tive to alleviate stressful circumstances. Research shows that individuals use both strategies to tackle stressful situations (ibid.). Furthermore, the differentiation between active and avoidant strategies reveals similarities with the consequences of frustration. While active strategies imply changing the nature of the stressor itself or how the individual thinks about it, avoidant strategies can be defined as activities or mental states which keep individuals from directly addressing stressful events (Holahan & Moos, 1987).

The positive side of frustration

Moreover, frustration can also have a certain impact on career decisions while serving as a catalyst for career change (Young, 2009). As frustration as such incorporates a certain feeling of discomfort, it is also likely to affect career decisions (Behling & Schriesheim, 1976; Lewandoski, 2003). Unrealized goals or burnout can serve as trigger to start change (Lewandowski, 2003), as outcomes which are not realized induce people to reconsider their strategies to reach their goals (Huber, 1993).

This can also serve as a trigger for organizational change (Friedlander, 1972). As it usually arises from incongruities between organizational demands and task demands, it can serve as a positive motivational function while making people want to change something and think about the status quo. Furthermore, small doses of frustration can help to maintain the arousal and activation levels of employees (Scott, 1972), which is both good for the individuals as well as the organization. As frustration can trigger a person to try alternative paths to achieve the sought-after goals and fulfill his needs, forms of mild frustration which rather interfere than block can challenge the individual and hence induce greater effort and energy. Hence, frustration can have motivating and positive effects (Spector, 1978).

2.1.4   *Strength of Frustration*

There are several features which influence whether a potential frustrator is appraised as one, or not (Pinder, 2008). The frustration level differs due to surrounding circumstances and the individuals themselves. Thus, the "level of frustration that people experience [is] influenced by how important the goal [is] to them, as well as how confident they are in their

abilities" (Lazar et al., 2006b, p. 240). Common influencing factors center around the importance of the blocked goal, the degree of the interference (total or partial) as well as the number of interferences. Thus, one can expect stronger levels of frustration when important goals are repeatedly and completely blocked. Berkowitz (1989) points out three factors that can influence the strength of the triggered aggression while confronted with frustration. First, it is the strength of the drive which fulfillment was blocked. Second, it is the degree of interference of that drive satisfaction and third, the number of frustrated response sequences also plays an important role. Following Berkowitz' argumentation "the greater the satisfaction anticipated on attaining the objective, the more aggressively inclined one will become when kept from reaching that goal" (1989, p. 68). This effect is even increased when the frustration-generating incidents keep appearing repeatedly. Moreover, the strength of the reactions and the aggression is dependent on whether or not one perceives the blocking as intentional or unintentional and whether the blocking was directed at them personally (ibid.). Furthermore, frustration is not perceived in the same way and not every insult necessarily generates displeasure. As Berkowitz explains

"One can be bitterly disappointed at not reaching an attractive and expected goal and regard another's insult as only mildly unpleasant. It is not the exact nature of the aversive incident that is important but how intense the resulting negative effect is" (1989, p. 68).

Thus, frustrations only generate aggressive feelings when they are perceived to produce negative effects.

The most important factors influencing the strength of frustration are how important the task was to the individual and how much time was wasted due to the frustration (counting both the time wasted due to the blockade as well as to fix the problem) (Lazar et al., 2006a). Hence, the level of goal commitment inherent to the person may play a role. The strength of the frustration depends on how important that goal was to the individuals and how confident they are of their abilities to attain that goal (Lazar et al., 2006b). Severity and unexpectedness are also factors that might influence frustration, as individuals expecting to be thwarted experience minor levels of frustration (ibid.).

   In addition, self-esteem plays a role in career decisions as well as in the
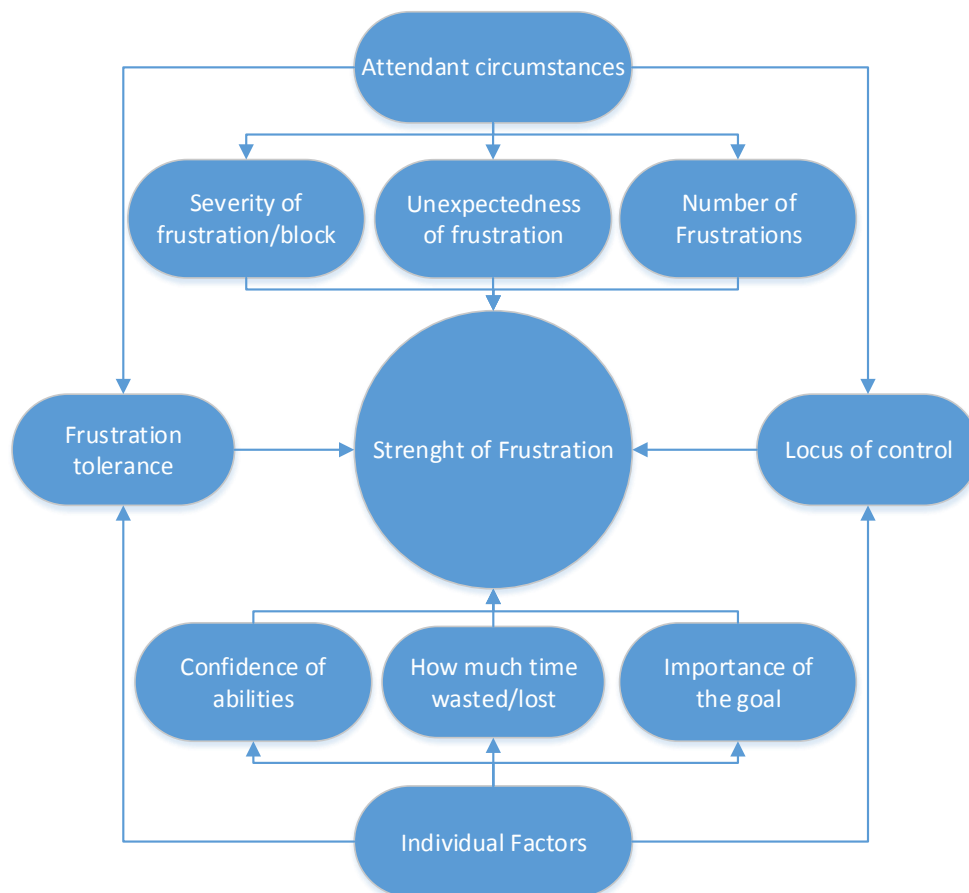
Figure 2: Factors influencing the Strenght of Frustration

way frustration is perceived. It might influence the level of frustration tolerance (Harrington, 2007a), the process of goal setting and pursuing (Pinder, 2008). Age and level of maturity are also crucial, when it comes to the reactions to frustration (Barker, Dembo & Lewin, 1965). As interns are usually young, their lack of experience might leave them helpless to deal with frustrating situations, as they have not developed coping strategies, yet. Moreover, individuals differ in their level of tolerance for frustration and their tendency to respond in an aggressive way (Spector, 1978). For example, frustration tolerance might decide whether workload will be perceived as frustrating and, thus, be accompanied with a negative emotion or not (Whinghter et al., 2008). Harrington (2007b) tried to develop a measure of frustration tolerance while discussing different dimensions of feelings of intolerance of frustration.

In addition, people's former experiences with success and failure situations

can also influence the way they will react to frustration. Moreover, arbitrary or intentional behavior leads to greater frustration than nonarbitrary or accidental/unintentional behavior (Pastore, 1952). Another influencing concept is the locus of control (Fox & Spector, 1999). It refers to the extent to which the individual believes in being able to control reinforcements at work and can either take the form of internality or externality. Internality is the belief that one can control one's own rewards, whereas externaliy is the belief that others or even luck controls the rewards (Spector & O'Connel, 1994). However, "if individuals expect to be thwarted or have a low expectation of success, frustration may be minimized" (Lazar et al., 2006b, p.241). To summarize it, "organisms placed in objectively defined frustrating situations will experience frustration to varying degrees and will manifest varying responses to this state of frustration" (Yates, 1962. p. 175).

2.1.5 *Organizational Frustration*

Frustration as such is not something new to organizations. The "behavior that tends to occur in response to frustration is common in organizational settings and is usually (although not always) dysfunctional" (Pinder, 2008, p. 240). Dealing with work-related aggression and violence has become a major problem making the management of "frustrated behavior [...] a major challenge for supervisors" (ibid, p. 240).

In 1952, Eaton first produced a list of frustration sources for the industrial worker. It included the frustrating nature of work itself, lack of promotion opportunities, role ambiguity, physical isolation from the community, job insecurity and organizational change, which are all external to the person. Frustration of employees can directly be harmful to the organization, by inducing aggression, withdrawal and turnover. To the extent that it triggers increased physiological arousal it may either inhibit or facilitate task performance. This usually depends upon the task complexity (Spector, 1978).

In the organizational field, frustration can trigger behaviors such as withdrawal, goal abandonment, or aggression (ibid.). It was found that frustration indeed leads to a certain degree of aggression (Buss, 1963; Spector, Penner & Hawkins, 1975). Workplace aggression, for example, describes efforts by individuals aimed at harming others with whom they work (Baron & Neuman, 1996). Such aggression can be triggered by unfair treatment, increased workforce diversity or violations of norms and rules. The major

problems are both the immense direct and indirect cost of lost lives and damaged reputation (Barling, 1996; Fox & Levin, 1994). Usually newcomers to the organization are likely to be exposed to feelings of frustration, as they realize that their expectations stay unmet and they have to face perceptions of helplessness and maladjustment (Ashforth & Saks, 2000).

Moreover, it was found that coworker as well as supervisor incivility can have detrimental impacts on employee frustration, their anger, anxiety as well as associated behavioral responses (Fox & Spector, 1999; Hershcovis & Barling, 2010). Frustration is, hence, able to mediate the relation between situational constrains and a behavioral response (Reio, 2011), as emotional reactions mediate the relationship between situational constraints and aggression. Overt acts of aggression might include law suits, grievances, work slowdowns or strikes whereas covert acts encompass sabotage and secret withholding of output or stealing (ibid.).

Usually the direct causes of frustration are the failure to attain the sought-after goals as well as the time lost (Lazar, Jones, Hackley & Shneiderman, 2006a). In addition, Lazar et al. (2006a/b) have explored a quite specific field of frustration centring around information and computing technology. They state that frustration stemming from these sources does not only cause dissatisfaction and feelings of diminished self-efficacy but may also disrupt workplaces, trigger slow learning and reduce overall participation in local and national communities.

Another frustration phenomenon within the organization is scapegoating (Pinder, 2008). It refers to the fact that the targets of aggressive acts are often not the actual causes of the frustration. For example, a manager who is disciplined from his manager is likely to turn his frustration on his own department and subordinates. Furthermore, frustration can have extremely negative effects on the employees' behavior, as it is strongly related to interpersonal hostility and complaining, as well as turnover (ibid.).

There has been – so far – no study concentrating solely on the frustration of interns, although employing interns is open to any organization no matter which size. Spector (1975) further states that only few studies have investigated the effects of frustration on employee behavior, although laboratory studies showed that aggression is likely to follow feelings of frustration (Buss, 1966), as well as frustration as a major cause of homicide (Landau, Drapkin & Arad, 1974).

One idea to solve the problem of organizational frustration centers around

organizational culture and employee participation. It was found that participation can have three effects on frustration. As many employees have a need to control their own work environment, a lack of control is frustrating (White & Ruh, 1973). Thus, participation can help to avoid this frustration as individuals will be able to control themselves. Second, if employees are given the possibilities to participate – for instance in a change – with influencing the exact form, the change itself will not be perceived as that frustrating. Third, if employees are able to understand the rationale behind the change, the frustration which arises is rather non-arbitrary than arbitrary, which substantially reduces the negative impact of frustration.

2.2 INTERNSHIP

2.2.1 *Definition of Internship*

Internships are "structured and career relevant work experiences obtained by students prior to graduation from an academic program" (Taylor, 1988, p. 393). The added experience makes students better employable as they show "enhanced intellectual abilities, are stronger classroom participants and more excited about course content following a good internship" (Campell Clark, 2003, p. 473). Successful internships are win-win situations for both the interns as well as the organizations (Daniel & Daniel, 2013) and serve as initiator for three-way partnerships between the university, the organization and the student (Westerberg & Wickersham, 2011). The organization receives an enthusiastic intern, without much financial and long-term commitment, while interns gain valuable work experience, professional contacts and sometimes even the possibility to secure for long-term employment (Cupps & Olmosk, 2008; Kaupins, 1990; Inkster & Ross, 1995). In addition, the involved parties get to evaluate each other before making such long-term commitments (Zhao & Liden, 2011; Campell Clark, 2003). Hence, internships serve as a very useful tool for employers as well as students to scan and screen for future chances and are, therefore, of importance for recruitment and selection processes (Hurst, 2008).

Although internships are seen and promoted as easy chances to acquire practical skills, providing for such conditions is often far than easy. Previously-made false assumptions and different perspectives on, for example, the supervision may lead to less satisfying internships (Henry, Rehwaldt &

Vineyard, 2001). In addition, a certain level of dissatisfaction, learning and subsequent adaptation seems to be the norm while going through an internship. This is best illustrated by analyzing two stage models of internships (See Figure 3):

While Inkster and Ross (1998) differentiate between six stages of an internship, which are (1) arranging & anticipating, (2) orientation and establishment, (3) adapting expectations to reality, (4) confrontation, (5) productivity and (6) closure, the model of Sweitzer and King (1999) suggests five stages, which are (1) anticipation, (2) disillusionment, (3) confrontation, (4) competence and (5) culmination. Although the two models differ in their
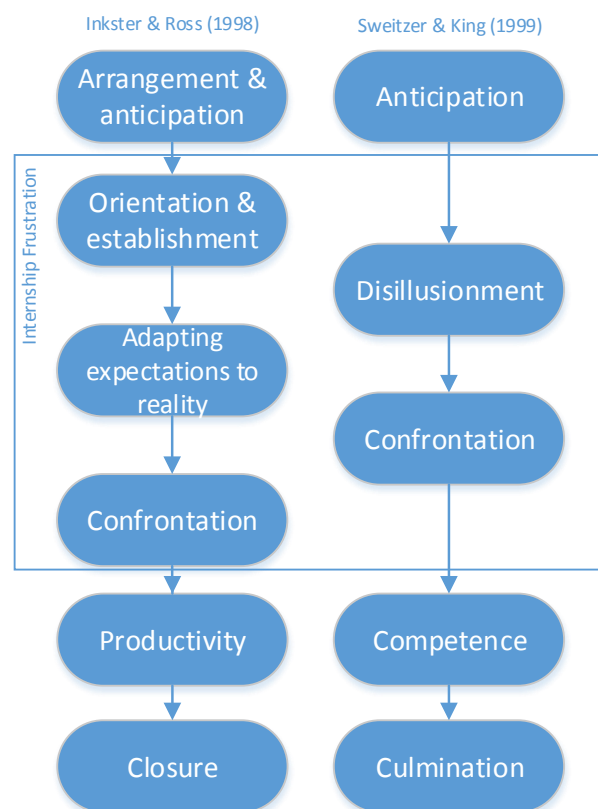

Figure 3: Overview of Internship Stage Models

number of stages and are structured differently, they are still of major importance for this paper. Especially the model of Sweitzer & King (1999) highlights a phase of disillusionment, where interns are likely to be disappointed due to unmet expectations. In the confrontation phase, interns

experience problems and take the initiative to confront and resolve these disappointments. This helps them to grow personally and increase their self-confidence. The disillusionment phase goes together with the orientation and adapting phase of Inkster & Ross (1998). Hence, what these models have in common is the fact that interns go through an unravelling process while adapting their expectations to reality. Before this can happen, students are usually confronted with seemingly insurmountable problems, which inhibit them from reaching their goals and, thus, lead to frustration. Reflecting on these processes is a very important part of professional learning (Dietz, 1998), and allows the intern to examine his own responses, to refine skills and to gain new professional insights (Rogers, 2001; Weinberg, 1986).

2.2.2 *Internship Satisfaction & Dissatisfaction*

Job satisfaction is placed as a central concept in organizational psychology, mediating between working conditions and organizational and individual outcomes (Dormann & Zapf, 2001). It is an emotional reaction resulting from perceiving one's job as fulfilling one's important job values and being congruent with one's needs (Locke, 1976). Job dissatisfaction can amount to the same psychological state of frustration, if perceived as an emotional reaction to the blockage of attempts to satisfy one's needs (Spector, 1978). The two concepts are good predictors for attendance or absenteeism (Breaugh, 1981), tardiness and turnover (Arnold & Feldman, 1982) as well as motivation to attend work (Steers & Rhodes, 1978).

There are three factors which mostly contribute to intern satisfaction: job characteristics, work environment characteristics and further contextual factors (D'Abate, Youndt, & Wenzel, 2009). Job characteristics are "what an employee does at work" (Steers & Porter, 1991, p.22). These job-related factors comprise skill variety, task significance, autonomy and feedback (Hackman & Oldham, 1980). Work environment characteristics compromise coworker and supervisor support and development opportunities (D'Abate, et al., 2009). In addition, contextual factors influence whether an intern will be satisfied with his or her internship. Factors such as flexible working hours contribute to internship satisfaction whereas a lengthy commute triggers dissatisfaction (Rothman, 2003). Other examples include the payment of internships, the individual pay satisfaction as well as a de-

sirable location (Fisher & Shaw, 1994). As interns value an environment which provides them with the possibilities to learn and improve technical and career-related skills (Zhao & Liden, 2011) inhibiting these factors from being fulfilled causes frustration.

New entries are often surprised or disappointed when work reality does not match their expectations (Holton & Russel, 1997). These expectation-reality gaps apply to workplace roles and the organizational culture (Wendlant & Rochlen, 2008), and required skills and experiences (Fitt & Heverly, 1992). Dissatisfied new employees often become frustrated and leave their first position earlier than planned (Polach, 2004). Further consequences are disappointment, poor physical and mental health and unhappiness and depression, which are significantly related to turnover intention (Grandey, Tam & Brauburger, 2002; Herzberg, 1976; Jamal & Mitchell, 1980; Kavanagh, Hurst & Rose, 1981). Therefore, internships tell the students in advance what employers value and expect, leading to a narrowed expectation-reality gap. Although it is inevitable that students bring with them predetermined perceptions, internships might help to adapt own expectations earlier to the reality of work (Jablin, 2001; Knouse & Fontenot, 2008).

As interns are in a very early stage of their careers and bring with them little work experience, they value opportunities to acquire essential technical and career-related skills to develop their career (Zhao & Liden, 2011; Rothman, 2003). Thus, major learning objectives of interns center around understanding one self and the job context while integrating theory and practice (Campell Clark, 2003). Therefore, respectful treatment, on-going feedback and challenging assignments with a reasonable time frame increase interns' satisfaction (Rothman, 2007). Carefully designed work placement programs convey a very strong message to interns: The organization is willing to invest in the individual and, hence, in its human capital. This increases students' interest in and attraction to the organization (Zhao & Liden, 2011). Especially, mentoring, a concept of sponsoring where a more experienced individual supports the professional development of a junior-level person is attractive, as it increases interns' learnings and their over-all satisfaction (ibid.). As job satisfaction requires that people's motives must correspond to the gratifications which are provided by the environment (Brandstätter, 1994), not fulfilling the previously named requirements, leads to dissatisfaction, frustration and turnover of interns.

Thus, "increasing job satisfaction among interns may not only provide a

better experience for the student, but may also, lead to valuable outcomes for the sponsoring organization", like lower absenteeism rates (D'Abate et al., 2009, p. 528). If the organization is sensitive, open minded and willing to provide the interns with opportunities for learning and growth (Taylor, 1988), interns may be able to contribute in a fresh and innovative way. Furthermore, networking opportunities are established which link students, universities and industries and may be of further benefit in the future. For many Fortune 500 companies, internships already constitute an essential part of their recruitment success (Rothman, 2007).

A violation of a psychological contract is more than unmet expectations and perceptions of inequity and involves feelings of breaches of promises and trust. Whereas expectations refer to what the employee or the intern expects from the employer, a psychological contract refers to mutual obligations within a reciprocal exchange agreement, entailing a belief that one's employer is obliged to act in a certain way in the future (Wanous, 1977; Rousseau, 1989; Robinson & Rousseau, 1994; Argyris, 1960; Schein, 1980). If individuals perceive their situation within the organization as unfair, this leads to dissatisfaction, frustration and disappointment (Rousseau, 1989).

In organizational settings, psychological contracts are more or less frequently violated. One reason might be that recruiters do not provide accurate information (Porter, Lawler & Hackman, 1975), which provokes unrealistic pictures of jobs and positions (Wanous, 1977) as the job's features are oversold, whereas its pitfalls are concealed. As especially new employees – and even more important interns – hold unrealistic expectations which cannot be satisfied, those employees are likely to be frustrated, lower their performance and react with distrust and the dissolution of the work relationship (Wanous, Poland, Premack & Davis, 1992; Argyris, 1960; Rousseau, 1989). The costs are immense and courts usually find companies liable in areas such as neglects in hiring, supervision and retention management (Johnson & Indvik, 1994). Hence, employee and interns reactions are likely to be more extreme compared to unfulfilled expectations, producing strong feelings of betrayal (Sheppard, Lewicki & Minton, 1992).

2.2.3 *Internship Commitment*

There has been little research on the commitment of interns, although commitment is said to increase job performance, attendance and organizational citizenship behavior (OCB) and decrease turnover intention (Meyer, Stanley, Herscovitch & Topolnytsky, 2002). Although internships are naturally short term in nature, the experience itself may represent a critical time for the intern. Particularly the early months of a new employment are important for the development of work attitudes. Consequently, many employees are disappointed if their jobs lack challenge and opportunities for growth and support (Dixon, Cunningham, Sagas, Turner & Kent, 2005). Thus, providing good work experiences for interns can increase not only their affective commitment to the organization but also their long-term commitment (Dixon et al., 2005). This is important as many organizations hire former interns (ibid., 2005) as they provide a valuable source of future employees with qualified experiences (Gault, Spector & Schlager, 2000). Currently, over 25% of new hires have internship experience (Watson, 1995). Such an employee pool represents an already trained workforce that can immediately contribute to the organizational success. Furthermore, hiring from such an intern pool saves money both for hiring and training procedures (Pianko, 1996).

Besides, it is important to notice that employees need not to be full time or long-term employed to contribute to organizational effectiveness (Dixon et al., 2005). As interns are unpaid, creating an atmosphere which invites them to become committed may be even more important (Gault et al., 2000). Interns benefit most from challenging jobs with possibilities to improve their skills which provides them with a feeling of importance and belonging (ibid.). Committed interns are likely to devote more energy and time to their employer (Dixon et al., 2005). This helps to increase the overall output of the organization and provides for a competitive advantage. Risking unhappy, dissatisfied and frustrated interns, leads to lower output and increased costs. This is why assessing causes and consequences of interns' frustration is of importance for improving internship programs and increasing interns' satisfaction.

INTERNSHIP FRUSTRATION

Following the previous literature review, the central concept of this paper – internship frustration – is described as "situations in which [intern's] behaviors fail to result in the attainment of sought-after goals" (Pinder, 2008 p. 238). The target of this paper is restricted solely to students within their work placement. As it is assumed that students have some specific goals and expectations in mind when signing the contract for an internship, this goes together with the concept of the psychological contract, which means that apart from the written contract there exists 'something more' – such as further obligations the future employer is expected to fulfill throughout the internship (Rousseau, 1989).

According to the literature on internship satisfaction, a major goal of interns is to apply their theoretical knowledge in a practical context and gain first expressions of working life (Campell Clark, 2003). Furthermore, interns can have the goal to establish a broad network throughout the company in order to simplify future job seeking. If the intern does not reach his goal, while still trying, but only receiving negative or unwilling reactions from supervisors and other employees – this repeated cycle of trying and failing leads to the arousal of feelings of frustration (Berkowitz, 1989).

Therefore, it is likely that intern's tasks as well as the supervisor will be of crucial importance for a successful work placement (Zhao & Liden, 2011). Thus, menial tasks as well as lacking supervision might serve as potential supervisors. As interns have not been exposed to the world of work, they might not expect frustration to occur. Usually they picture their internship in an unrealistic way and are hence, dissatisfied and frustrated with the reality which awaits them at their office desk.

So far, there were not any coincidences reported with aggressive interns. Hence, it is likely that violence and aggression steps back as possible behavioral reactions to frustration. This may be due to the fact that interns are not yet rooted in the organization, have a short-term commitment to the organization and in general lack the self-consciousness to stand up and show severe acts of frustration. Instead it will be likely that the learning effects for the interns will be high, while going through such frustrating

situations. For a summary of the postulated possible causes and conse-
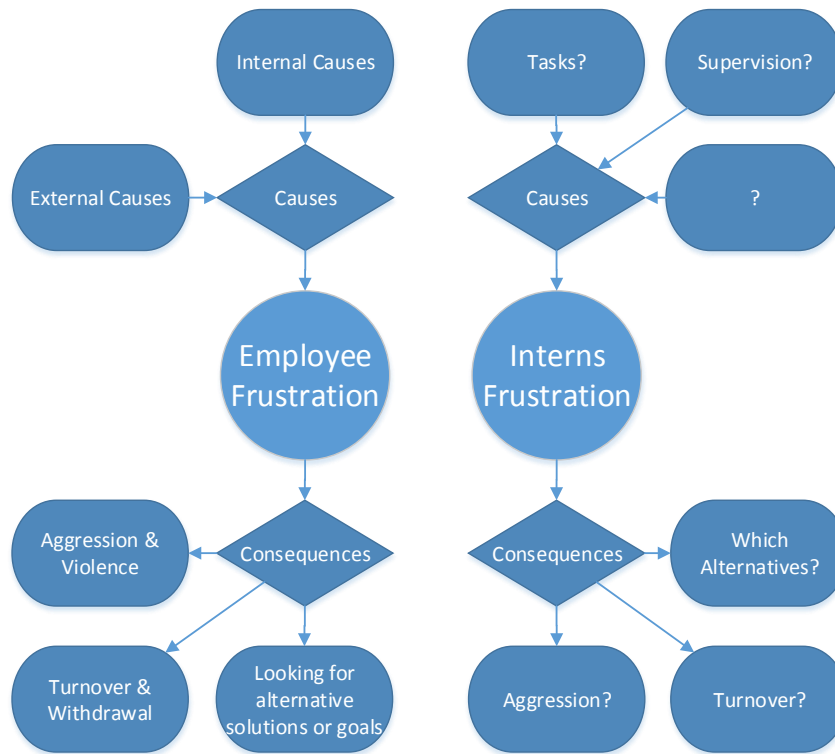quences of interns' frustration see Figure 4.

Figure 4: Employee Frustration vs. Intern Frustration

RESEARCH DESIGN

4.1 RESEARCH QUESTIONS

In order to shed light into the phenomenon of intern frustration two major questions are of interest. Prior to the analysis it was important to assess whether internship frustration occurs commonly and can be declared as an important phenomenon. While pre-reading 100 internship reports, it was possible to declare this assumption as true. Most of the reports revealed phases of frustration, depression and dissatisfaction throughout the internship. However, this does not mean that all interns are necessarily frustrated by their work placement. The emphasis of this research project lies upon assessing the causes and consequences of internship frustration. Thus, the guiding questions for this research project are the following:

Q 1: If interns perceive frustration, what are the causes of their frustration?
Q 2: If interns perceive frustration, what are the consequences of their frustration?

As frustration occurs when the attainment of goals is inhibited, assessing interns' goals is the first step of analyzing interns' frustration. Further steps throughout the data collection will analyze the course that frustration may take and shed light into how a suitable work environment for students can be created.

4.2 METHODS

The two research questions are answered by conducting a case study. It consists of both a documentary analysis based on internship reports of undergraduate students of the University of Konstanz and ten interviews, selected out of the reports. This allows for a more holistic study of interns' frustration and provides broad descriptive and exploratory information (Hakim, 2000). First, documentary data, which means work placement reports of the DPA in Konstanz, was used to get insights into interns' per-

ceptions and frustrating situations. In addition, the reports served as foundation for the interview guideline. The time frame for the work placement reports was set from January 2013 to January 2014, which secured for a certain degree of currentness. Based on the analysis and scanning of the internship reports potential interview candidates were identified. After the design of the interview guideline, the interviews were conducted, recorded and transcribed.

The analyses of the reports and the interviews were executed interdependently while applying the method of triangulation. This usage of different data types provides for diverse views and vantage points from which the phenomenon of interest can be understood (Glaser & Strauss, 1967; Flick, 2008). Furthermore, specific weaknesses from one strategy can be compensated by the specific strengths of another method (Schnell et al., 2008; Taylor & Bogdan, 1998). While applying the method of constant comparison (Glaser & Strauss, 1998) it was possible to further deepen the concluded insights. Thus, during the analysis an abductive approach was applied, combining both deductive and inductive data analysing methods (Reichertz, 2000). Therefore, the coding was marked by a process of constant comparison while going back and forth (Friese, 2012).

4.3   PITFALLS OF THE RESEARCH DESIGN

The greatest difficulty of the proposed research design is the thoughtful analysis and presentation of the gathered qualitative information. It is necessary to conclude the overall findings while taking into account different research methods and their special results. Besides, case studies are prone to trigger results that are shaped by the interests and perspectives of the researcher (Hakim, 2000). Thus, it is important to safeguard for objectivity for both the analysis of the internship reports, the analysis of the interviews as well as the combined. For reasons of better traceability and comprehensiveness, the process of making sense of the data was laid open.

Despite high validity for the DPA of the University of Konstanz, this case study approach lacks generalization power. Hence, results from this study are specific and cannot – at least not without adaptation – be transferred to other situations(ibid.).

ANALYSIS

5.1 DESCRIPTION OF THE BACHELOR PROGRAM

Within the Bachelor Program of the DPA of the University of Konstanz, undergraduate students take a mandatory 6 month internship accounting for 30 ECTS points. This internship is usually taken during the fourth semester of the 6-semester Bachelor Program. In general, there is a certain gender balance within the program, with a slightly higher number of male students. Currently, following the information of the Bachelor Program Coordinator, there are 20 students enrolled which are still studying with the examination regulations of 2004, of which 14 are male and 6 are female. In addition, there are 691 students studying after the examination regulations of 2010. From these, 372 are male and 319 are female.

A recently published overview from the department summarizes major facts about the work placement program (see Appendix A.2.1). Roughly sixty percent, and hence more than half, of the students did not split their internship and worked 6 months within the same organization. Approximately 80% of the students completed their internship within Europe. The total number of Interior-Internships for 2013 was 123 compared to 72 abroad. Famous were government organizations, NGO's, German Embassy, Chamber of Merchandise and greater organizations, while a lot of students completed their work placement in the German Capital, Berlin.

5.2 DATA ACCESS AND DATA SECURITY

It is crucial to be aware of one's rights, responsibilities and restrictions as a researcher while conducting a documentary research, as they vary between nations and organizations (McCulloch, 2004). In addition, in many cases there are serious ethical issues to keep in mind. Most important for the legal framework are usually copyright, freedom of information and data protection. During the whole process of data collection and analysis three ethical issues were kept in mind: First, maintaining the utmost level of pri-

vacy, second, reporting and analyzing the data honestly and third, taking the responsibility for the findings (Maylor & Blackmon, 2005).

Concerning the access to the work placement data, a data privacy statement was signed (see Appendix A.1.1). This document confirmed that the anonymized data from the 'work placement archive' will only be used for the issue of this master thesis. Thereafter, a separate online access was established in order to sort and analyze data while not being on-site. This process took place in early January and was supported by the Department of Politics and Administration. The same data security rules were applied to the interview conduction (see Appendix A.1.2).

5.3 ANALYSIS OF INTERNSHIP REPORTS

5.3.1 *Description and Selection of Reports*

The reports were downloaded on the 7th February 2014, when in total 868 uploaded internship reports were available. From these reports only the newest ones, dating back to January 2013 became object of this research project (181 reports). The gender distribution was reflecting the average of the students at the department, which is roughly split in half, with a slightly higher number of males. Most of the 181 reports were German, only two of them were written in English. The internships took place in both Germany as well as abroad. Due to the orientation of the study program a lot of students took a job in a government organization, in Embassies or in chambers of commerce. However, at the same time a lot of other students found an internship in the industry.

The average length of the reports was 12 pages. They included a description of the application process and the organization itself, an outline of major tasks and a final wrap up and evaluation of the work placement. Of major interest were, thus, the sections of the interns' tasks as well as their overall evaluation.

During the first sorting, 121 – of originally 181 – reports were found to be of further interest for the analysis while revealing feelings of frustration, anger, disappointment and dissatisfaction. Hence, about 67% of the work placement reports were analyzed thoroughly. In the end, all selected text passages were summarized in one document while noting only the number

of the report – not the author – due to data protection issues. The created document then served as basis for the subsequent analysis.

5.3.2 *Coding and Analysis of Reports*

While analyzing the reports first codes centered around boring and repetitive work tasks without challenge and missing autonomous projects. Furthermore, some interns were dissatisfied by the networking possibilities their internship offered them. Others described the feelings of being capitalized, due to missing feedback, inaccessible supervisors, lacking resources and insufficient salary. Thus, two major theoretical considerations were already proved: First, the importance of the supervisor and his guidance and feedback for the intern. Second, the assignment of challenging and interesting tasks and project with a certain degree of autonomous work.

However, after several times of reanalyzing, a finer system of categories was developed, which added, for instance, attendant circumstances of the internship. Matching translated examples for the different categories which are extracted from the reports can be seen in Table 3 (for a more extensive overview see Appendix A.2.2).

 First, interns mentioned that the duration of the internship was too long. As described above students at the DPA in Konstanz are obliged to do a six month internship. However, many reports revealed that this was perceived as being too long and interns rather suggested splitting it into two three-months internships to guarantee for ongoing learning and challenge. Second, students complained that work tasks were often of basic nature, repetitive and boring. In extreme cases interns faced a lack of tasks: Although asking for it – they did not receive more tasks, or if so, only repetitive and boring ones. Third, many interns reported that their supervisor was either not able or not willing to commit time into mentoring. Too less time was spend on proper task descriptions and regular feedback. Hence, students did not know about task priorities and about their personal improvement, which decreased their motivation. Fourth, interns complained about the lacking or inadequate compensation of their work. Many did not receive any payment. Fifth, being underpaid many interns mentioned feelings of exploitation, especially those who got fully involved in the organization. On the one hand, this provided them with valuable insight. On the other hand, they served as cheap but innovative labour while the

Duration	• I think that 3 months at XXX will be sufficient, as it would be possible to gather even more experiences if one tries to get to know two different institutions (1) • 6 months are just too long for an internship (22) • In the last 3 months I did not learn anything new (84)
Tasks	• the volume of work is quite low, the spectrum of work is monotonous and limited (4) • I spent hours on stupid tasks and was lacking work in general (38) • I was frustrated by the low requirements and not being challenged was boring (72)
Supervision	• I would have appreciated more feedback and instructions of my colleagues (6) • it is all high dependent on the supervisor one gets (11) • lack of supervision (46)
Compensation	• the internship is sadly not paid (5) • the biggest disadvantage of an internship at XXX is the lacking payment (64) • a negative point is definitely the fact that the internship is not paid (76)
Exploitation	• my internship was at least for some time a substitute for a full-time position (6) • one is expected to be willing to take home work and finish it there (71) • there were at least as much interns working there as employees (79)
Attendant Circumstances	• the situation in the department was stressed, as it was understaffed (6) • fixed and inflexible working-time model (95) • there is a lack of overview of activities which leads to confusion (104)
Learnings & Advice	• it is essential to be initiative and ask for new tasks and show self-responsibility (20) • self-structuring of work is essential as well as setting priorities and saying "no" (37) • it all depends on what one makes out of the situations (59)

Table 3: Overview Coding Internship Reports

organization was able to safe a lot of money not employing full-time workers. Sixth, a category summarizes attendant circumstance mentioned by the students. This includes, for instance, high work pressure or stress level and tricky work atmosphere. Seventh, learnings and suggestions for future interns were collected under one category. Such insights included a better preparation and selection of the next internship, as well as adaptations of own expectations to reality and general work experience.

5.3.3 *Implications for Interview Guideline*

The previous insight of the reports were used to specify the questions of the interview guideline. The reports revealed some first causes and consequences of frustration. For instance, menial tasks and lacking supervision are common triggers of internship frustration and especially learning effects comprise one important outcome of frustration. However the development of internship frustration remained a grey zone. Thus, a special emphasis was put onto the process of frustration development, as well as on the reactions to frustration, as these have not been described thoroughly within the reports.

Moreover, the interviews were used to dive deep into the frustrating situation to find out how interns felt in the various situations and which emotions went along with it. Another point will be the learnings, reflections and the differences between the reports and the thoughts they have today.

5.4 ANALYSIS OF INTERVIEWS

While conducting interviews, the process of finding interviewees is central to the outcome of the research. Despite the fact that Rubin and Rubin (1995) describe the ideal recruitment process (finding a knowledgeable informant, getting range of interviews, testing emerging themes, choosing interviews to extend results), it is likely that many things in the recruitment routine happen on chance and on an ad-hoc basis (Rapley, 2008). Hence, a complete description of the recruitment process is presented to be able to understand the rationales behind the research outcomes.

During conducting interviews it is important that the researcher becomes aware of the social locations of the interviewees and how this affects the research relationship (Reinharz & Chase, 2002), which is of further relevance for the interview interaction as well as its outcome (Rapley, 2008). The interviews of this research project were conducted in a collaborative form, with both the researcher as well as the interviewee taking an active part in shaping the interview process (ibid.). This opens up the possibility to use growing confidence and knowledge of the interviewer along the interview process (Turkel, 1995). Thus, it is possible that questions might change during the process of data collection (Rapley, 2008). Furthermore,

one type of data (internship reports) is used to corroborate another data type (interviews), in order to gather insights for an overarching analysis (Hammersley, 1996). In praxis, this meant that during the analysis, applied codes and concepts were constantly checked with the documentary analysis.

5.4.1 *Interview Guideline*

During the interviews open ended questions and a semi-standardized interview guideline were applied (Schnell et al., 2008). This provided the opportunity to remain open to any additional input of the participant while guaranteeing for a certain level of comparability. Hence, the researcher was able to ask clarifying and additional questions and was flexible in following the thoughts of the interview partner. Questions were formulated short, neutral and concrete while using simple and easy words to guarantee for understandability (ibid.).

While developing the interview guideline the two questions of the beginning provided for the major ideas. If interns perceive feelings of frustration what causes this frustration to occur and what are the consequences of interns' frustration?

Before the interviews were carried out, a pre-testing of the interview guideline took place. This test is necessary for checking the understandability and the difficulty of the questions as well as the continuity of the interview process and the concentration of the interviewees, effect of the order of the questions, and the duration of the interview. In total the strain and pressure for the interviewee is assessed and can be adapted accordingly (Schnell et al., 2008).

The pre-interview was conducted with a 25 years old HR-student, who is familiar to the researcher via a shared internship. Major emphasis was laid on testing the comprehensibility of the questions. The interview took exactly 30 minutes, confirming the previously estimated duration. After the interview the order of the questions was changed and specified. In addition, a transition part from feelings of disappointment and dissatisfaction towards frustration was included to guarantee for a smooth passage from the introduction to the main topic frustration (Questions 5). Furthermore, all questions were again checked for the degree of openness to avoid triggering any pre-wished answers. The complete interview guideline with

matching English translations can be found in Appendix A.3.1.

The biographical background of an interviewee provides for the greater understanding of the researcher and the ability to feel with the interviewee. As general understanding of the situation in which the interviewee is currently in, makes it possible to be responsive to the answers of the interviewee (Bock, 1992), these questions (centering around age, gender, semester and previous internships) were tackled during the contacting phase via email to be able to prepare in advance.

The interview guideline was divided into three sections and contained 15 questions in total. The first section comprises general questions concerning the internship situation. The first question took up the previous information input (age, gender, previous internships, semester) and asked the interviewee to recall his or her internship. In order to tackle the question of unmet expectations which usually lead to frustration (Pinder, 2008), three questions followed to investigate upon interns' specific expectations and whether they were fulfilled during their internship (Zhao & Liden, 2011). Additional questions had the purpose of exploring dissatisfying and frustrating situations during the internship (D'Abate et al., 2009).

The second section of the interview guideline concentrated on interns' reactions. As communication might be seen as an adaptive way of dealing with disturbing situations, one question checked whether interns used their information and communication channels to improve their situations. By asking for possible compensations, processes which might ease the exposure to frustrating situations were explored. In addition, one question concentrated on the turnover intention of interns, in order to assess whether this reaction to frustration is as common as among employees (Spector, 1978).

The third part focussed upon the learnings and conclusions of the interns (Questions 12 and 13). Therefore, the long-term effects of internships – whether frustrating or not – can be explored and how such experiences may affect future (career) decisions (Campell Clark, 2003). The ending part gave additional room for any clarifications and questions from the interviewee to the researcher.

5.4.2 *Selection of Interview Partners*

The interviewees were selected according to the potential information content according to the internship reports, to provide for maximum levels of

objectivity (Flyvbjerg, 2008; Schnell et al., 2008). In total, 40 potential contact addresses were collected, providing for a certain percent of reserve in case of non-reply.

This list of interview candidates was send to the DPA where the responsible coordinator for the internships and the Bachelor Program arranged the contacting of the potential candidates. Due to privacy protection agreements the direct contacting of the candidates was not allowed. The first contact mail included some basic information about the project in order to inform the potential candidates (see Appendix A.3.2). The mails were send out by the department in February and dates for the interviews were set for the beginning of March. Due to delays triggered by the signing of data security agreements, the semester break made the response rate dwindle. Of the 40 contacted persons only 7 candidates accepted a face to face interview in Konstanz (plus the additional test interview). Two additional interviews were conducted via Skype.

5.4.3 Conduction of Interviews

All interviews were double recorded (laptop & cellphone) and additional notes were taken. This helped to keep track of previous answers of the interviewees, and summarize their whole input when they had to reflect upon their own learnings.

In total seven face-to-face interviews were conducted at the University of Konstanz within one week. In order to simplify the course of the interview, the interview guideline was sent out one week before the interview took place. Thus, the participants were able to prepare for the interview and start the recalling-process before the examination started. For the Skype interviews a similar preparation took place. Most important was a secure and enduring Internet connection to safeguard for a smooth Skype conference. In addition, more time was given to the interviewees to reflect upon their answers and even more notes were taken by the researcher.

All interviews were transcribed, while mentioning the main inter-questions of the researcher. Answers were brought into a common structure in order to prepare the documents for the subsequent analysis. Of the ten interviewees, counted together with the pre-interview, which provides further insight into the development of students throughout their university education, six were female and four were male. The average age was 22.5,

while the youngest participant was 20 and the oldest 25. For all candidates apart from the master student (pre-interview), the internship of investigation was the first work placement longer than 2 months. The master student was in her fourth semester, while the number of semesters of the Bachelor candidates differed from 5 to 7.

5.4.4   *Coding and Analysis of Interviews*

The summarized interviews were searched through while marking three different things: First, everything that could more or less be seen as a frustrator. Second, all parts of the text describing major reactions to frustration or dissatisfaction situations and third, everything that could be considered as further learnings. Table 4 shows the three categories while revealing sub-categories and examples from the data (for a more extensive overview see Appendix A.3.3). The frustrator category revealed that interns are frustrated by either their tasks, their supervision or attendant circumstances. If tasks are to boring, stupid or not challenging enough and if they do not have autonomous projects and work to do, interns are likely to feel frustrated. In general, interns are usually frustrated with the lacking quality of their tasks while complaining about the quantity of unchallenging tasks.

The supervisor category emphasizes the crucial impact of good supervision on internships. If interns feel treated badly and their supervisors are not able to commit enough time, do not give enough appreciation for the interns' work as well as no constructive feedback, it is likely that interns will react with frustration.

The circumstance category comprises factors which affect the intern's time at the organization, such as high stress and pressure, a culture marked by injustice, lacking communication skills of co-workers, or bad or no payment and no granted vacations, which in turn increases perceived feelings of exploitation.

In addition, the attendant circumstances have a certain impact on the supervision, as stress and high workload curtails supervision time. Again the tasks an intern is assigned to might depend on the supervisor, and whether he is experienced in having and supervising interns.

Turning to the reactions category, it was found that people either start communicating with their friends, interns and co-workers in order to deal with their perceived frustration, or decide to take some action against the dis-

Category	Code	Examples from the interviews (interview number in brackets
Frustrators	Tasks	No own responsibilities and no increase in work tasks' difficulty -> no learning (4); working for nothing, no new things, no learnings and no challenges, having to less to do is frustrating (5); I wanted to quit the 2nd day, as I had nothing to do, no fulfillment of my expectations (6);
	Supervisor	Personal and professional supervision was lacking (1); no constructive feedback (4); no feedback and no supervision, hence, no appraisal for own work (7);
	Circumstances	Injustice at the workplace and difficult environment (3); high stress and pressure, frequent changes of priorities, tasks and projects and an overloaded team (8); work full time but being paid badly (9);
Reactions	Feelings & Emotions	Anger (3); sad and angry (6); resignation, helplessness and being dependent (7); just frustration (10);
	Actions	I started to do my private work and tasks, stopped to ask questions (resignation) (4); look for a way out: splitting the internship and make the best out of it (5); I tried to look for alternatives and communicate openly (6);
	Communication	Talks with interns ease the situation (2); communication with other interns helps (4); a lot of phoning with my friends and family (6);
Learnings	Future career	Communication, self-initiative, taking action and asking for feedback are essential (1); rethinking own job perspectives, location and team as well as challenge is important (5); I need more contact with people (10);
	Internship duration	6 months are too long (3); 6 months should be seen critical (4); three months are enough (6);
	Application process	I'm more aware of the selection process of such internships which I will approach more consciously (3); better application in the future, pay more attention to task descriptions and take it more serious (7); there is no need to take everything and to be thankful for an internship (8);

Table 4: Analysis of Interviews

ruptive conditions. However, no matter if direct action to ease the situation is taken, there are always feelings and emotions involved while one experiences frustration. The three subcategories center around communication, actions and feelings & emotions.

Interns are likely to communicate with other interns at the organization and to compare their different situation. If they get to know that others

face the same challenging times, they might experience feelings of revelations and can help each other to still make the most of the internship. Other contact partners are friends and family, as well as study colleagues, co-workers and supervisors. However, most interns were more or less reluctant to directly report their dissatisfaction to their supervisor or organizational members with higher rank.

Exploitation, frustration, helplessness, anger, turnover intention and resignation are common feelings and emotions while going through a frustrating situation as an intern. Resignation is by far the most frequent emotional reaction of interns when they realize that they cannot change the circumstance and capitulate. Such resignation behavior is directly related to the actions interns might take, as it inhibits direct action to solve the problem. Actions of interns can take various forms to find a way out of the frustration. Some find alternatives, stop their internship and start over with a new work placement at a different organization. Such splittings were common in the case of severe boredom or dissatisfaction. Actions related with resignation were the wasting of time and doing tasks which are either forbidden or directed at the own purpose.

The category learning comprises all insights of the interns, as well as own decisions and advice for future interns. Most of the input centers around future career decisions and insights of the interns. Interns got to know that it is crucial to show some own initiative to positively influence their work placement, as well as communicate open and frequently. Furthermore, they reported that they have gained a more realistic picture of work reality and the insight that the success of an internship highly depends on the supervisor. Many intern reported that the duration of the internship is too long. Six months are critical for them and a duration of about 3 months is usually recommended to ensure constant learning and exposure to new challenges. In addition, the interns admitted, that future application processes will be taken place much more consciously. Many interns applied for a position out of pure interest, without reading the task description properly. Thus, these interns are now willing to take more effort and time for their next application to chose a position matching their experiences and expectations. Therefore, becoming more critical is also a major outcome of a dissatisfying and frustrating internship.

5.5 COMBINED ANALYSIS

In total 181 internship reports were analyzed and evaluated, with 121 being of major importance and providing the research with major insights into the field of interns' frustration. In addition, following the documentary analysis, nine in-depth interviews with undergraduate Bachelor students were conducted with one additional pre-interview with a master student. Putting together the results of both analysis of the present case study one can summarize and highlight the following points:

In general interns complained about the lacking payment and recognition for their work. This showed that students long for feedback and personal as well as professional appraisal. Having to work for long hours, with no or only minor payment and not receiving appropriate acknowledgement for the effort is very frustrating for interns. This can be linked to the relationship with the supervisor. Many interns complained that their supervisors were not reachable, had no time and gave not enough or no constructive feedback. If such a supervisor is not there to guide and supervise his intern it is also likely that the intern does not receive tasks that match his skills and expectations. This inhibits the learning progress and causes frustration of the individual.

Turning to major outcomes of intern's frustration, no harsh and violent actions were reported. Interns were likely to show resignation or try to escape the former organization by looking for another internship. If another option was not possible, they tended to focus themselves on their free time, while travelling and enjoying the weekends, compared to their study life.

PRESENTATION AND INTERPRETATION OF RESULTS

As it has been shown during the analysis, frustration among interns is not unlikely to occur. Rather most interns go through different frustrating situations and times which provokes different levels of frustration and, hence, different coping strategies (Inkster & Ross, 1998; Sweitzer & King, 1999). While self-confident interns take the initiative to change their situations by looking for alternative tasks or jobs, others might be overstrained with searching for solutions easing the frustration. The following subsections illustrate major findings of the analysis. First of all, major intern frustrators are discussed, followed by a summary of major consequences of and reactions to frustration. In addition, major coping strategies of interns who are exposed to frustration are described. In the end, major theoretical and practical implications are presented.

6.1 INTERNS' FRUSTRATORS

The question after internship frustrators can be best answered while differentiating between three categories. The first category, and the most important one, is the supervision of the intern. If the supervisor is not able to give enough feedback to the intern, as well as to commit time and effort to enhance the intern's learnings, frustration is likely to occur. This can be increased, if the intern does not receive enough appreciation of his work for and commitment to the organization. In addition, there seems to be a direct connection between the frustration with the supervisor and the task frustration, as the supervisor is usually responsible for the intern's projects (Rothman, 2003).

Hence, the second category, task frustration, is related to the tasks and assignments interns are given during their work placement. As an intern usually receives all tasks and explanations from his supervisor, the supervisor plays a vital role in assigning quality projects to his intern (Crumbley & Sumners 1998). If interns only receive boring, repetitive tasks without any challenge, they are not provided with possibilities to learn and grow

personally. However, this growth, application and extension of skills is one of the most frequent expectations of an intern, when it comes to his work placement (Rothman, 2007; Zhao & Liden, 2011). Therefore, an extensive planning of the internship curriculum pointing out major tasks and projects as well as mile-stones and pre-defined dates for extensive feedback help to fulfill interns' expectations and let them grow personally and professionally.

The third category comprises attendant circumstances and the work atmosphere of the work placement. Examples center around high pressure and stress, an organizational climate marked by injustice as well as inadequate payment or no vacations. As payment can serve as some sort of appraisal for the work of the intern, neither paying nor giving personal appraisal via the supervisor, only increases levels of perceived frustration. Consequently, especially those companies who offer unpaid internships, should see to providing their interns with sufficient appraisal and acknowledgement for their effort within the company. Such personal praise can ease stressful and straining situations and re-establish intern's overall satisfaction with his work placement, despite the fact that it is unpaid. Thus, caring supervisors can balance attendant circumstances of the organization, which assigns them to an even more important role for providing for a successful internship.

6.2 CONSEQUENCES OF INTERNS' FRUSTRATION

Relating back to the strength of frustration it depends on various factors how severe the frustrating situation is appreciated and how strong feelings of frustration will grow (Berkowitz, 1989; Lazar et al., 2006b). However, data showed that frustrated interns may feel helpless and powerless, before they start to look for solutions or alternatives. Most of the interns react with resignation and capitulation and are, hence, likely to leave their commitment and energy at home (Pinder, 2008). If such experiences occur repeatedly, it is likely that the student does not want to do any internships anymore as the level of internship frustration is too high. Those reactions can be defined as maladaptive, as no problem solving takes place. Thus, they can be brought together with avoidant and emotion-focused coping strategies (Folkman & Lazarus, 1980; Holahan & Moos, 1987).

Interns applying adaptive response usually try to communicate their frus-

tration and dissatisfaction early or look for an alternative internship within another organization. Such strategies belong to the problem-solving and active coping strategies (ibid.). However, such actions require for a high level of self-consciousness as well as self-initiative from the intern. If such adaptive interns are inhibited from finding alternative solutions it is likely that they feel trapped and perceive even greater levels of frustration. No matter which immediate reactions interns show, learnings for the future are quite similar. The selection of another internship will be taken much more consciously, as interns became aware of their goals and needs. In addition, they got to know that communication is a crucial factor in working life, as well as structuring one's own work, which helps to work through high work loads accompanied by high levels of stress.

In comparison to work frustration, interns' frustration seems not so prone to trigger aggression and violence. This is due to the fact that most of them are not yet sure about their rights and places within the organization. Hence, stepping back and taking mistakes as one's own are quite common reactions, whereas open confrontation with the supervisor or co-workers is rare. Interns depend a lot on their supervisors. Not only do they receive their assignments from their supervisor, but also human aspects of work, such as appraisal and feedback, are generated via the supervisor. Therefore, not having a good relationship with the supervisor or risking to destroy it, is something that especially inexperienced interns want to avoid. As the interview with the master student showed, older and more experienced students are more likely to provoke conflict, ask for their rights, demand their feedback and fight for a good internship full of insights. More research is necessary here, to assess the development of students and their overall coping strategies over time.

Thus, internship frustration causes changes within the intern but not so much outside of him. Interns become aware of what they want and need, can adapt their expectations to reality and learn for future assignments and internships. For showing open acts of frustration they usually lack the security of extensive work experiences and a good deal of self-consciousness. However, at least in the long-run interns might profit of their internship experience via insightful learning effects, even if it might mean to have to go through a hard time in the short run.

When confronted with frustrating situations interns have various options to react. They can be separated into emotional reactions as well as behav-
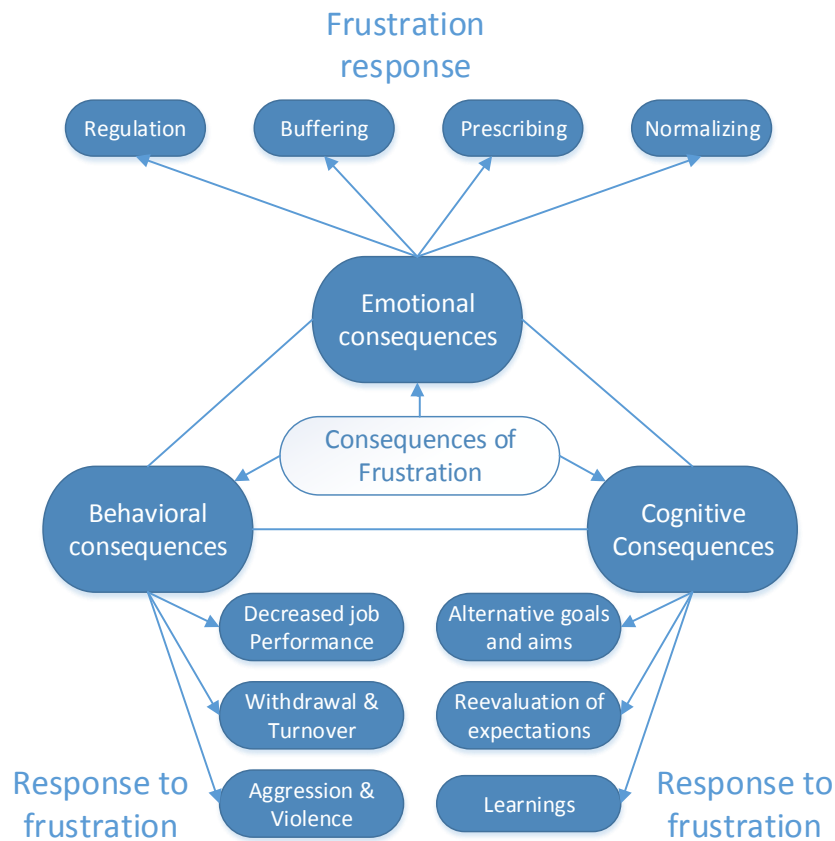
Figure 5: Consequences of Internship Frustration

ioral and cognitive consequences (see Figure 5). While first trying to buffer an regulate frustration, continuous frustration lead inters into taking different pathways. For example, some interns tried to split their internship to two three-months internships if it was possible. Hence, an alternative work placement was organized to provide themselves with new insights as well as the chance to explore another organization. Although, this adaptive response to intern frustration might be the best one, it requires high levels of self-reflection and self-initiative from the intern (Shorkey & Crocker, 1981). He has to realize that he is trapped in the situation, cancel the former contract and find a new organization, which hopefully succeeds in meeting his expectations.

While going through the remaining weeks of the old internship, setting short-term goals helped. This praxis might also help during difficult and boring work placement phases. Other adaptive interns might try to change the frustrating situations by removing possible frustrators. However, in-

terns often realize that changing something within the organization that has been well established for years is not easy. Trying to change something and being blocked might trigger even further frustration with the situation while culminating in resignation. Such levels of perceived resignations differ highly from intern to intern. For example, some simply gave up asking for additional tasks and feedback and started to find other compensation such as the preparation of university courses, the internships report, reading the newspaper and surfing the net. However, while doing so, they – in the eyes of the company – wasted time and resources, which is costly for the organization.

Other interns might not have enough self-confidence and trust in their skills. Although not being able to provide for another internship at another organization, those interns at least reported that for future internships they would rather suggest three months than six months. In comparison to their study time, where students are usually required to work, read and learn non-stop, interns were able to enjoy their weekends and vacations. Thus, such a break of study time is also a chance to step back from one's own educational path, reevaluate the chosen study program and take some next decisions for follow up master-programs, seminars or courses. In addition, interns valued the reinforcing power and energy a good internship can set free. Especially co-interns seemed to be important to tell off troubles and fears, to deal with difficult situations in working live, exchange crucial experiences and knowledge as well as enjoying their free-time together.

Hence, the findings are in line with previous research. A good supervisor or mentor is crucial for a successful internship as he assigns the tasks as well as gives feedback to the intern (Crumbley & Sumners 1998). In addition, he can explain the rationales behind decisions and tasks, which makes it easier for the student to understand why he has to do that specific task (Coco, 2000; Tackett, Wolf & Law, 2001). To overcome problems of unrealistic expectations about the internships a job description for the work placement is of great value (Crumbley & Sumners,1998) An overview of the findings is presented in Figure 6). To summarize, the context and the amount of supervision are likely to impact on each other while both influencing the tasks the interns are assigned to. These three factors are most likely to serve as possible triggers of interns' frustration. Hence, possible consequences include turnover and withdrawal, taking alternative so-

lutions, increased learnings as well as resignation. Potential correlations will have to be proved in future research.
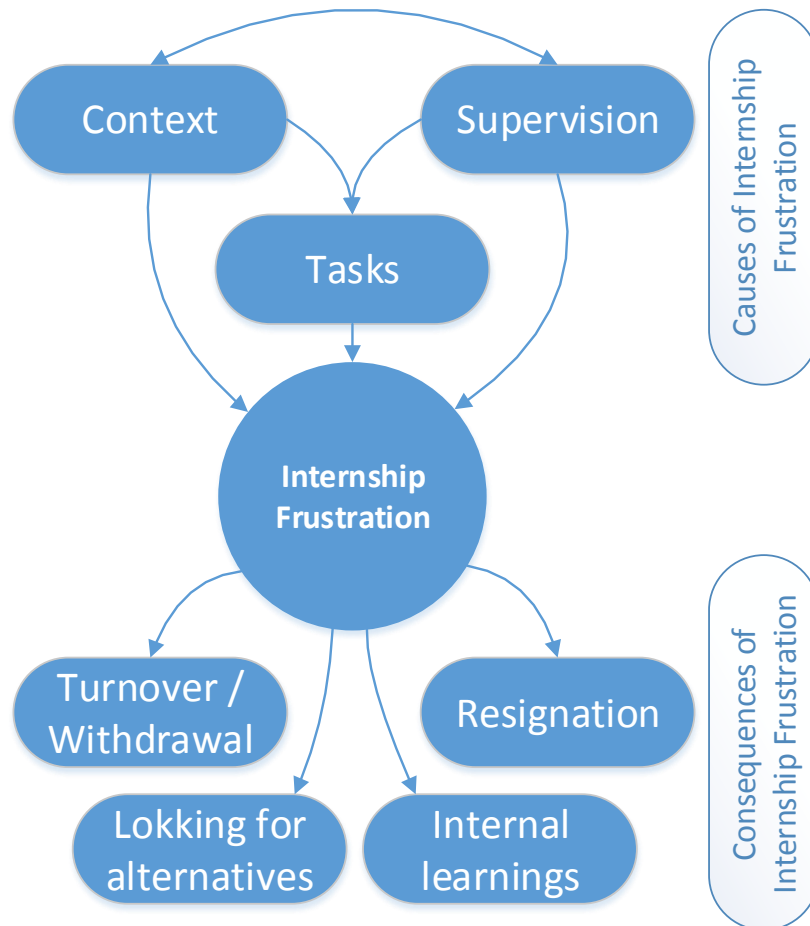
Figure 6: Internship Frustration

6.3 THEORETICAL IMPLICATIONS

The literature review presented two major models of internships. Both models gave evidence that interns go through a time of disillusionment and frustration (Inkster & Ross, 1998; Sweitzer & King, 1999). However, they also included a subsequent phase of productivity or competence (see Figure 3). As the results showed the occurrence of such a productive phase during an internship might not be the usual case. Instead it was revealed that most interns, which perceive frustration during their work placement, react with resignation at the workplace or even with turnover to another

internship.

Therefore, it can be concluded that the internship model should not only include the option of a productive phase but also for a phase of new orientation towards another organization or simply resignation within the company. These insights help to refine the picture of the processes and stages internships are going through and further highlights the fact that interns do not necessarily become productive. Instead the supervisor, the tasks and attendant circumstance highly influence whether a phase of frustration can be turned into a possibility for further development or not.

In addition, this report took a part in further elaborating the field of frustration theory. Interns as a special group with special goals and needs as well as frustration responses and responses to frustration were identified. Thus, the aim of further research in this field should lie in confirming these findings and insights (see chapter 7.1) Moreover, one can argue that these findings are of relevance for the onboarding process of new employees, as they face similar problems and challenges during their first months within the company. Thus, the process of integrating new employees can be further improved.

6.4 PRAXIS RELEVANCE

6.4.1 *Implications for Universities*

Supplying for an effectual internship embedded in study programs is an ongoing issue for educators. It implies finding ways of responding to various challenges of the environment and maximizing the potential value of work-based learning for their students (Daniel & Daniel, 2013). Crucial factors center around the right timing and location of such work experiences, and support and report systems for providing a fruitful network between students, employers and universities.

While a report system is of high value for future interns to check for possible employers, it is essential to guarantee for a certain degree of quality. During the interviews some of the candidates mentioned, that they did not write openly about their internship as their employer reviewed it. This triggers soft washed reports while hiding possible dissatisfaction and frustration. Hence, they do not supply interns, who read their reports, with a realistic picture of what they can expect during their work placements. This

goes together with the fact that most of the internships were assigned very good grades, however, if reading deeper and interviewing some candidates it was shown, that some internships were not – at least partly – satisfying. Therefore, it is crucial to encourage interns to write and evaluate openly and honestly to supply others with essential first-hand information. Although everyone perceives situations differently, such an open expression of feelings and thoughts leads to a better picture of the employer and what can be expected throughout an internship.

Furthermore, it is important to supply the students with sufficient support during difficult times. A internship coordinator can help interns to find an alternative if their choice was not what they originally expected. More support could also be supplied by a system of accompanying internship seminars at the university. Interns could meet up and talk about their progress, problems and challenges together with the program leader. For interns abroad, it could be possible to attend via Skype and profit from the mutual exchange. An extension of the report system could be presentations of former interns to interested students. This would provide students with the possibility to ask direct questions to the speakers and open up the room for subsequent discussion.

6.4.2 *Implications for Employers/HRM*

Recruitment and Selection

Although one can find an overwhelming number of internship position in any job portal, the recruitment and selection functions of internships have not received sufficient research attention (Narayanan, Olk, & Fukami, 2010). As interns who feel and perceive a certain degree of person-organization fit are likely to accept job offers from the host organization (Resick, Baltes & Shantz, 2007), benefiting from previously trained interns may serve as advantage for the company.

Organizations can follow two different strategies when it comes to employment which is linked to organizational culture. The first is 'make', the second is 'buy'. Where the latter strategy is simply directed at attracting well trained personnel from else where, the 'make' strategy emphasizes training and development measures for the organization's human resources (Miles & Snow, 1980). Thus, 'make' strategies are directed at long-term employment and escalating returns to the employees as tenure increases.

Retaining interns may be very challenging, because the length of their work placement is pre-specified and going back to university is the anticipated outcome when the work placement is completed (Reio, 2011). Of crucial importance is the relationship with the immediate supervisor, as it heavily influences job offer decisions (Zhao & Liden, 2011). Hence, organizations can make use of such internship programs as first step of a multi-level selection process and accept students with the right qualifications for their further programs.

By attracting, choosing and training the right interns, organizations can not only save costs, but also gain a competitive advantage. However, a good overall reputation can only be safeguarded when former students speak positively about their employer. If interns are frustrated and dissatisfied with their work, bad reports and word of mouth can harm the organization's reputation. Therefore, supplying interns with a good-quality internship reflects on the quality of the whole organization (Lazar et al., 2006b). As interns are the employees of tomorrow, organizations can use a good work placement program as a recruitment and selection strategy and therefore, improve their overall HRM.

Supervision

Well trained and motivated internship supervisors, which supply the intern with consideration, information and task assistance can further improve the internship (Iverson, Olekalns & Erwin, 1998). Supervisor support can limit the perceived stress or strain of an intern (ibid.). In addition, a supervisor can guarantee for a certain task quality, and safeguard the intern of becoming easy prey for unloading work that nobody else wants to do. This does not only boost the intern's satisfaction but such increased supervisor attention can also serve as increased rewards (Cropanzano & Greenberg, 1997). As giving feedback is one of the most inexpensive and easiest ways to influence behavior (Prue & Fairbank, 1980), supplying interns with sufficient and constructive feedback can further increase their satisfaction and motivation. Important aspects for managers and supervisors encompass the content, the right timing as well as whether the feedback is given in a private or public environment (Pinder, 2008). In addition, through sufficient attention, interns will be saved from feelings of loneliness and frustration (Hobson, 2002; Maynard, 2000). As the inconsistency of supervision and tasks is another reason for interns' disappointment (Gault et al. 2000), or-

ganizations should make clear who is responsible for every intern in order to provide more structure and less rotation of responsibilities.

Interns' Tasks

As has been shown, the tasks interns are assigned to accounts for one of the most important factors whether they will be satisfied with their internship. Assessing the right amount of challenge is difficult, as too little as well as too much stimulation can be dissatisfying (Cupps & Olmosk, 2008; Pinder, 2008). This is due to the fact that people, and also interns, vary in their personal best stimulation and activity level. Even within a person the amount and difficulty of work he or she finds desirable depends on the daytime, personal moods and surrounding factors. Nevertheless, easing the situations by trying to fulfill growth needs at work and exposing the intern to the broader organization, managers and HR can help to boost intern's satisfaction.

In general, making sure that the intern can contribute by granting early access in the project end explaining the rationales behind the strategies can highly contribute to a successful internship (Cupps & Olmosk, 2008). One such concept is employee empowerment which implies measures which foster the human welfare at work. This can either mean to receive legitimate authority or simply represent a state full of energy. By providing employees with the needed knowledge and resources, they can further develop and sustain themselves (Pinder, 2008). This leads to higher efficiency among workers, higher productivity and reduced need for supervision (Bartunek & Spreitzer, 2006).

Furthermore, managers and recruitment departments must be honest about what can be expect from assignments, especially when it comes to job descriptions. Today, a major cause of turnover for new entries is frustration triggered by unconfirmed job expectations (Scott, 1972; Mobley, 1982), which is costly for both the employee and the organization. Thus, it is necessary that companies try to correct misconceptions and be more precise when it comes to job responsibilities and rewards (Reio, 2011).

Tackle frustration

Understanding how career decisions are made, and what role frustration might take, is a future challenge for organizations (Young, 2009). An overall awareness of frustration as a possible instigating factor for career decisions

can open the discussion about possible sources of frustration as well as possible solutions to these problems (ibid.). A lack of justice and fairness at the workplace can carry with it human costs, as workplace deviance might negatively impact on other employees, for example, when it comes to well-being, on-the-job performance and moral (Robinson & Greenberg, 1998). Punishment within the organizational context usually tries to guarantee for upholding rules and regulation, and hence for a certain amount of justice in the work field (Kazdin, 1975).

However, punishment might not be needed, if managers are able to anticipate where the frustration occurs. Thus, if supervisors or managers get to know about the frustration of interns or employees they should first of all identify the indicated behaviors, the frequency of the problematic behavior as well as attendant circumstances of the actual behavior. Only after this exploration of the problem, it is possible to select a matching intervention strategy (Luthans & Kreitner, 1975). This should be accompanied of an follow-up evaluation to assess whether conditions improved and frustration levels decreased (Pinder, 2008).

Insights into the field of frustration are useful for the on-bording process of new employees. Aiming at a combination of supportive, directive and achievement-orientated leadership styles can serve as the first step of doing so (ibid.). Hence, it is important that managers are straightforward and open while communicating with their employees, which raises employees to respected organizational members. Therefore, the prevention of perceived unfairness within organizations requires a serious effort from superiors (De Boer et al., 2002). Such efforts, help to construct a more productive workplace with satisfied employees. Furthermore, training procedures can be developed where employees learn that they are not left alone with their feelings of frustration, as the whole organization is now better prepared to deal with frustration (Lazar et al., 2006b). The alignment of employees' strengths, talents and skills with the strategic decisions and directions of the firm provides for a competitive advantage as those strategic goals will be reached while retaining the personnel.

6.4.3 *Implications for Students/Interns*

New employees and, therefore, also interns, are likely to enter the organization with naive optimism about how rewarding and challenging their

jobs will be. However, not all internships provide the opportunities for self-concept crystallization (Brooks, Cornelius, Greenfield & Joseph, 1995), although the primary value of internships lies in its contribution to the intellectual and ethical growth of the student (Inkster & Ross, 1995). Furthermore, a successful internship will help to built professional skills and abilities as well as increase overall employability due to gathered concrete working experiences (Campell Clark, 2003). As Zhao and Liden (2011) pointed out, it is of high value to do internships as it helps to obtain direct job offers from the host organization. For such an offer, developing a good personal and working relationship with the supervisor is as important as demonstrating critical competencies and skills throughout the internship. Students should, hence, be aware of possible pitfalls of their internship choice. Another important point, is the level of self-initiative the intern shows. Some of the interviewees reported that they feared to annoy their supervisors by asking too many questions. However, it is likely that the opposite is the case. By reaffirming one self and asking questions timely, interns are able to perform more successfully.

Furthermore, it is essential for students to become aware of their personal reasons and rationales behind working (Pinder, 2008). As employees, and thus, also interns, brings to work their varying levels of self-esteem, this influences how they act and behave on their job (Pinder, 2008). If students are able to accomplish a certain level of self-awareness they will be able to communicate their needs better throughout their working live. Such increased self-awareness can help to find appropriate jobs and avoid feelings of frustration and disappointment. Moreover, being able to manage one's emotions and handling relationships in a constructive empathetic way (Pinder, 2008), are indicators for emotional intelligence (Goleman, 1995), which contributes to the professional success of the individual. Furthermore, it is important to keep in mind that *"[o]rganizations do not have minds, memories, or hearts. Organizations do not possess aspirations, loves, or fears. It is a logical error many of us make when we anthropomorphize the organizations in which we work and with which we interact"* (Pinder, 2008, p. 98).

In addition, as time goes by, students tend to evaluate their internships much more better. This goes together with the fact that learning effects increase over time, while the memory of former frustrating events vanishes. Internship frustration can, hence, be seen as something positive, especially in the long-run (ibid.).

CONCLUSION

7.1 LIMITATIONS

In this section limitations of the report are outlined and further discussed. First, every qualitative study is lacking the power of generalization as results are highly dependent on subjectivity and therefore, the researcher. As the case study was conducted via both a document analysis and 10 in-depth interviews, this subjectivity was decreased. The combined analysis of the pre-written texts and the interview data provided a broader view on the whole topic. Answers were able to complement each other. Furthermore, the interview guideline was checked for understandability. Main steps of the analysis were laid open and major examples from the data were translated into English to provide the reader with a better understanding of the data. Future research in this field is necessary to put these findings into a larger context and to verify them.

Furthermore, with a smoother preparation process of the access to the work placement report archive, the semester break season could have been avoided. Although the researcher established the contact way ahead of the actual investigations, processes took far longer than expected. This lead to some fine-tuning concerning the methods of interview conduction, as some of the interviews were conducted via Skype.

7.2 FUTURE RESEARCH

Future research in the fields of intern's frustration has various possibilities to further enlarge the knowledge about this phenomenon. First of all, it would be interesting to test different groups of students and their different perceptions of internships and frustration. For example, are business students easier frustrated than other students, as they start their internships with higher expectations? This could be achieved with a broader study encompassing all kinds of study programs.

This leads to the second possibility: a longitudinal-study. This research de-

sign would shed light into the development of different students over time. Major milestones in their development could be tracked, career-decisions and the rationales behind could be laid open and, hence, open up the space for further inquiries around the frustration topic. For instance, how do frustrating internships influence career decisions and paths? Do bad internships have a greater benefit in the long run, as struggling and fighting makes the student a better future employee who knows about his/her needs and frustrators?

A third option would be to conduct a quantitative study. With this method a broader base of the former inquiries can be laid, as students from several universities, study programs and internships can be included in the study. Moreover, it would be possible to 'grade' the frustrators in their severity. For instance, is lacking supervision more frustrating as boredom on the workplace? Furthermore, one could examine the directions to the different frustrators, as it was suggested in the former analysis: How exactly are the supervision and the tasks of the intern, as two common frustrators, interlinked?

Another interesting field deals with gender difficulties when it comes to internship frustration. Are women more eager to talk and write about their personal feelings and whether this is a sign of greater frustration levels of women? Compared to the extensive descriptions of the frustrating situations of the female participants of this study, the input of the male participants was more centered around objectivity, their own learnings and advise to other interns. Therefore, it is interesting to assess, whether women and men react differently to frustration within their work placement and whether gender adjusted treatment is needed.

Of further interest are the internship programs and attached recruitment and selection strategies of organizations. It would be interesting to assess whether interns are used as a pool of high quality future employees or whether further alignment of attracting and retaining young professionals is necessary. Asking organizations about their internships, mentoring programs and recruitment and selection strategies and collecting ideas and opinions from former and current interns would serve as one option to further explore this phenomenon. Comparing several companies and their different practices and the subsequent success of the organizations gives insights into HRM practices which can contribute to the management success of internship programs.

7.3 FRUSTRATED? WHAT NOW?

In 2015 the minimum wage of 8.50 € will be introduced in Germany. This decision does not only affect employees but also interns. Costs for employing an intern may raise to 1400 €. This is a harsh change from the current situation in which 40% of all interns receive no payment at all and an average pay of 550 € per month (equal to 3.50 € per hour) for the remaining internships. For many organizations this might be too much to afford, and a harsh downsizing of internship programs might be the result. Although mandatory as well as school internships are excluded from this rule, the consequences might be severe. Especially organizations in the non-profit sector might be exposed to problems (ElSharif, 2014).

As a result the extent of work placement programs is likely to be diminished. This might change the German education system, which is highly based on internships. The effects on this reform, aimed at avoiding exploitation which is a major trigger of internship frustration, might be able to backfire: Instead of providing interns with a fair payment it could lead to many interns who are unable to find voluntary work placements to gain valuable practical insights to raise one's own employability and secure one's future. Moreover, a minimum wage for interns is not the only starting point for improving the situation of interns. Despite evidence that the "perfect internship" might not exist, due to varied individual interests, it is still valuable for society to strive for satisfying internships (Pinder, 2008). This may help to prepare future employees for the pitfalls that the political context, privatizations measures, globalization, changing workforce composition, growing world population, increasing job insecurity and unemployment rates and many more factors bring with them (Noon & Blyton, 2007).
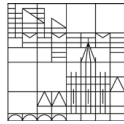
In economic times marked by the ever waiting threat of downsizing, there will always be frustrated employees. However, risking a bad reputation among employees and interns is not an option for organizations that want secure their future organizational success. Interventions could start in the HRD field to reduce theses frustration as well as uncivil behavior (Reio, 2011). In times of networking and virtual teams, further attention should be paid to technology-supported activities such as the communication via the Internet. Snippy and curt emails can be just as harmful as face-to-face encounter (Lim & Teo, 2009). Therefore, awareness of employees should be

raised to guarantee for an objective writing and communication style. Attracting future high potentials might serve as the essential tip on the iceberg to remain competitive in a globalized and fast changing world. As a lot of human behavior occurs in states of relative deprivation, frustration can be – in varying degrees – the normal condition for most of us most the time (Pinder, 2008). As especially frustrating and challenging times trigger increased learning effort – at least in the long run – it is likely that forms of mild frustration increases the overall performance. Being exposed to challenging tasks and finding alternative solutions may serve as reward as well as it does serve as learning possibility. Coming back to the title of this paper, in fact simple tasks such as coffee making and copying will still serve as major frustrators for interns. However, interns nowadays simply do not expect that their internship will include an overdose of such tasks. Everyone lives with the ups and downs of mild frustration. Having a job or working as an intern that mainly centres around annoying and boring tasks and environment, or that regularly evokes conflict and fear can be a terrible thing. As Pinder (2008, p. 267) states "[work] can be a major source of pleasure for people or the primary source of their own private hell". Thus, choosing either or, is not only in the hands of the organizations but is also highly dependent on what the individual makes out of it.

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APPENDIX

A.1 DATA PRIVACY STATEMENTS

A.1.1 *Data Privacy Statement: Reports*

Universität
Konstanz

Universität Konstanz, 78457 Konstanz

Universitätsverwaltung
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Az.: 1542.2
04.02.2014

Datenschutzvereinbarung nach § 19 Abs. 2 Landesdatenschutzgesetz

Die Universität Konstanz übermittelt Frau Michaela Helminger personenbezogene Daten für Zwecke der
wissenschaftlichen Forschung.

Frau Helminger verpflichtet sich

- die durch die Universität Konstanz zur Verfügung gestellten Daten nur für den wissenschaftlichen
  Zweck in Verbindung mit der Erstellung ihrer **Abschlussarbeit** im **Studiengang**

  Politics and Public Administration an der Universität Konstanz

  zu verwenden,
- alle Datenträger sicher zu verwahren und vor dem Zugang Dritter zu schützen,
- keine personenbezogenen Daten in ihrer Abschlussarbeit aufzuführen,
- die Bestimmungen des § 35 Abs. 2 und 3 Landesdatenschutzgesetz einzuhalten,
- alle personenbezogenen Daten und sonstigen Unterlagen unverzüglich zu löschen bzw. zu vernichten,
  sobald sie nicht mehr benötigt werden (dies ist spätestens nach Abschluss der Bewertung der Arbeit der
  Fall). Der Universität Konstanz (Justitiariat) ist die Löschung der Daten und Vernichtung der Unterlagen
  schriftlich zu bestätigen.

Konstanz, den 04.03.2014

_____   _____
Michaela Helminger   Universität Konstanz
                                                                    M. Witznick

Anhang
Auszug: Gesetz zum Schutz personenbezogener Daten (Landesdatenschutzgesetz – LDSG)
in der Fassung vom 18. September 2000
§ 19; § 35 Abs. 2 und Abs. 3 (Verarbeitung personenbezogener Daten durch Forschungseinrichtungen)

Anhang zur Datenschutzvereinbarung nach § 19 Abs. 2 Landesdatenschutzgesetz

Gesetz zum Schutz personenbezogener Daten
(Landesdatenschutzgesetz – LDSG)
in der Fassung vom 18. September 2000

§ 19

**Übermittlung für Zwecke der
wissenschaftlichen Forschung**

(1) Die Übermittlung personenbezogener Daten für Zwecke der wissenschaftlichen Forschung an Stellen innerhalb des öffentlichen Bereichs ist zulässig, wenn dies zur Durchführung wissenschaftlicher Forschung erforderlich ist, das wissenschaftliche Interesse an der Durchführung des Forschungsvorhabens das Interesse des Betroffenen am Ausschluss der Übermittlung erheblich überwiegt und der Zweck der Forschung auf andere Weise nicht oder nur mit unverhältnismäßigem Aufwand erreicht werden kann. Kann der Zweck der Forschung auch mit anonymisierten Daten erreicht werden und steht der verantwortlichen Stelle nicht ausreichend Personal für eine Anonymisierung der Daten zur Verfügung, können die mit der Durchführung des Forschungsvorhabens befassten Personen diese Aufgabe für die verantwortliche Stelle unter deren Aufsicht wahrnehmen. Die betreffenden Personen sind zuvor nach dem Verpflichtungsgesetz zu verpflichten.

(2) Für die Übermittlung personenbezogener Daten an Stellen außerhalb des öffentlichen Bereichs gilt Absatz 1 mit der Maßgabe, dass die Übermittlung nur zulässig ist, wenn sich die Stelle verpflichtet, die übermittelten Daten nicht für andere Zwecke zu verarbeiten und die Bestimmungen des § 35 Abs. 2 und 3 einzuhalten.

§ 35

**Verarbeitung personenbezogener Daten durch
Forschungseinrichtungen**

…

(2) Die personenbezogenen Daten sind zu anonymisieren, sobald dies nach dem Forschungszweck möglich ist. Bis dahin sind die Merkmale gesondert zu speichern, mit denen Einzelangaben einer bestimmten oder bestimmbaren Person zugeordnet werden können. Sie dürfen mit den Einzelangaben nur zusammengeführt werden, soweit der Forschungszweck dies erfordert.

(3) Die wissenschaftliche Forschung betreibenden Stellen dürfen personenbezogene Daten nur veröffentlichen, soweit

1. der Betroffene eingewilligt hat oder
2. dies für die Darstellung von Forschungsergebnissen über Ereignisse der Zeitgeschichte unerlässlich ist und überwiegende schutzwürdige Interessen des Betroffenen nicht entgegenstehen.

2

A.1.2 *Data Privacy Statement: Interviews*

Universität
Konstanz
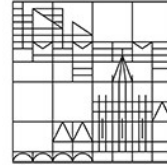
Lehrstuhl für Verwaltungswissenschaft insbesondere Managementlehre
Prof. Dr. oec. publ. Anoinette Weibel
Email: antoinette.weibel@uni-konstanz.de
Tel: 07531 88 2355
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Michaela Helminger
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Tel: 0151/70604690

Februar, 2014

Datenschutzerklärung

Hiermit bestätige ich, dass ich die mir zur Verfügung Daten (Interview-Audiodateien sowie deren Transcripte) nur für die Erstellung meiner Master-Arbeit im Rahmen des Double Degree Abschlusses zwischen den Universitäten Konstanz (*Politics & Public Administration*) und Göteborg (*Strategic Human Resource Managemen and Labour Relations*) nutze.
Ich garantiere, dass die Daten zu jeder Zeit der Untersuchung und auch über den Zeitpunkt der Untersuchung hinaus vertraulich behandelt werden. Lediglich die Ergebnisse der eigentliche Analyse werden anonymisiert im Rahmen meiner Master Arbeit zugänglich gemacht. Insofern sind keinerlei Rückschlüsse auf die Identität der Befragten, der Arbeitgeber und sonstiger sensibler Daten möglich.
Der Fachbereich (in dieser Sache vertreten von Herrn Schuhmachter) wurde über die Erhebungen in Kenntnis gesetzt und hat für die Untersuchungen sein Einverständnis geben.

08.02.2014

Michaela Helminger

A.2.1   *Internships at the University of Konstanz 2013*

Arbeitsaufenthalt 2013

Im Jahr 2013 gingen **195 Vorberichte** von **168 Studierenden** im Hauptfach Politik- und Verwaltungswissenschaft ein.

Splitting:

- 72 Studierende mit Splitting[1] (43%) , 96 Studierende ohne Splitting (57%)

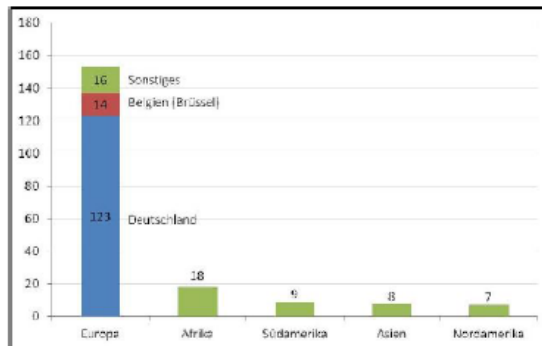| Ort	Absolut	Prozent
Europa	153	78.5%
Afrika	18	9.2%
Südamerika	9	4.6%
Asien	8	4.1%
Nordamerika	7	3.6%
Gesamt	195	100%
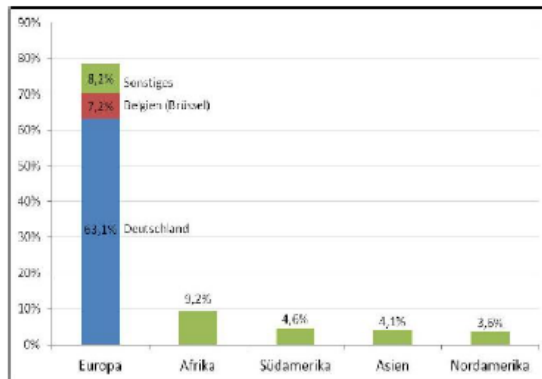
Inland: 123 Praktika

Ausland: 72 Praktika
davon 40 in Berlin
            6 in Konstanz

Brüssel: 14 Praktika

Deutsche Botschaften: 20 Praktika
(Südafrika, Kolumbien, Frankreich, Indien, Malta,…)

[1] Davon gingen noch nicht alle Vorberichte ein, da die Studierenden zum Teil nur die Zusage für das erste Praktikum des Splittings haben.

A.2.2 *Overview Categories: Reports*

Category	Examples (report number in brackets)
Duration	• I think that 3 months at XXX will be sufficient – as it would be possible to gather even more experiences if one tries to get to know two different institutions (1) • three months are more than sufficient to get to know the processes of an organization and an overview about the tasks. I would dis-advise a 6 month internship (4) • 6 months are just too long for an internship (22) • the long duration has to be evaluated critically (26) • In the last 3 months I did not learn anything new (84)
Tasks	• there were also phases at work where I did not have anything to do (3) • the volume of work is quite low, spectrum of work is monotonous and limited (4) • I usually received minor or organizational tasks and did legwork (28) • I spent hours on stupid tasks and was lacking work in general (38) • I was not challenged enough by the tasks I received (72) • I was frustrated by the low requirements and not being challenged was boring (72) • I was frustrated from the tasks, I more or less did the work of a secretary (88)
Supervision	• oftentimes clear instructions and informations for basic work processes were missing (1) • I would have appreciated more feedback and instructions of my colleagues (6) • there was a lack of coordination concerning the distribution of tasks which lead to double work (10) • it is all high dependent on the supervisor one gets (11) • the supervisor was often not available (13) • the supervisor had often not time and I missed some feedback(28) • whole of supervision (Betreuungslücke) (46)
Compensation/pay ment	• the internship is sadly not paid (5) • the non-payment is an absolute absurdity – bit of monetary acknowledgement would definitely fit (24) • the internship certificate was quite superficial and was produced in a hurry, which was not fair and not a really compensation for my engagement within the organization (47) • the biggest disadvantage of a internship at XXX: the lacking payment (64) • a negative point is definitely the fact that the internship is not paid (76)
Exploitation	• my internship was at least for some time a substitute for a full time position (6) • the internship positions is a substitute for a second or third employee, as intern one is exposed to every kind of tasks on an 8 hours day (15) • one is expected to be willing to take home work and finish it there (71) • there where at least as much interns working their as employees (79)
Circumstances & Conditions	• the situation in the department was stressed, as it was understaffed (6) • great fluctuation of interns (59) • cultural challenges in a foreign country (96) • fixed and inflexible working-time modell (95) • communication with the boss was really tricky (98) • there is a lack of overview of activities that are conducted. This can lead to confusion as it hinders good communication and priorization between staff and members (104)
Learnings & Advise	• it is essential to be initiative and ask for new tasks and show self-responsibility (20) • the internship helped me to exclude working for an NGO as possible career option (32) • own structuring of work is essential as well as setting priorities and saying "No" (37) • it all depends on what one makes out of the situation (59)

A.3   ANALYSIS INTERVIEWS

A.3.1   *Interview Guideline*

Universität Konstanz
Wintersemester 2013/2014
Fachbereich Politik-und Verwaltungswissenschaften

Michaela Helminger
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0151/70604690
michaelahelminger@googlemail.com

Working Title:
More than just coffee & copying: A qualitative study of causes
and consequences of interns' frustration

Einführung:

Zunächst einmal vielen Dank für Deine Teilnahme an dieser Studie. Sie ist Teil einer Master-Arbeit am Fachbereich Politik-und Verwaltung an der Universität Konstanz. Die betreuende Professorin ist Frau Prof. Dr. Weibel. Ich selbst bin seit 2008 Studentin an der Universität Konstanz und habe bereits meinen Bachelor hier am selben Fachbereich gemacht. Mein Pflicht-Praktikum habe ich 2010 in Hamburg absolviert. Daher, und aus anderen Praktika, resultiert auch das eigene Forschungsinteresse in Bezug auf Praktika.

Bitte erinnere Dich für diese Befragung an das Praktikum das Du zuletzt absolviert hast, also Dein eigenes Pflichtpraktikum. Es geht bei dieser Studie um deine eigenen Erlebnisse, Gefühle und Lehren, die du aus deine Praktikum gezogen hast.

Deine Anonymität wird zu jeder Zeit gewährleistet sein. Keinerlei persönliche Daten werden in der Arbeit verwendet. Die generierten Daten aus dem Praktikumsbericht sowie aus dem Interview werden vertraulich behandelt, nur anonymisiert für die Analyse verwendent und nicht an Dritte weiter gegeben. Aus Forschungs-technischen Gründen wird dieses Interview aufgezeichnet und wird etwa eine halbe Stunde dauern. Bist du damit einverstanden?

Bevor wir mit dem Interview beginnen: Welche Fragen hast Du noch?

Interview Guideline

Dein Praktikum: *(Your Internships)*

1. Bitte beschreibe dein letztes Praktikum in vier bis fünf Sätzen.
   (Please describe your last internship in four to five sentences.)
2. Warum hast du dich für dieses Praktikum/diesen Arbeitgeber entschieden?
   (Why did you chose this internships/this employer?)
3. Was hast du von deinem Praktikum erwartet?
   (What did you expect from your internship?)
4. Inwiefern haben sich diese Erwartungen erfüllt?
   (Where you expectations fulfilled?)
5. Hast du dich während deines Praktikums einmal unglücklich/unzufrieden gefühlt?
   (Did you feel dissatsified/unhappy during your internship?)
6. Gab es Momente in denen dies zu Frustration führte?
   (Were there situation in which this lead to frustration?)
7. Bitte schildere diese Situation(en)!
   (Please describe these situations!)

Deine Reaktionen: *(Your Reactions)*

8. Wie hast du in den konkreten Situationen reagiert?
   (How did you react in these concrete situations?)
9. Inwiefern hast du deine Frustration kommuniziert?
   (Did you communicate your frustration? And if yes, how?)
10. Gab es für dich eine Art Kompensation/Ausgleich?
    (Did you have some compensation or equalization?)
11. Hast du jemals daran gedacht dein Praktikum abzubrechen?
    (Have you ever thought about interrupting your internship?)

Deine Fazit: (Your Conclusion)

12. Wenn du aus der heutigen Sicht auf das Erlebte schaust: Welche Schlüsse ziehst du daraus?
    (If you are looking back from today's perspective: Which conclusions do you draw?)
13. Inwiefern beeinflusst das Erlebte dich und deine Zukunftspläne heute noch?
    (How does all this still influence you and your future plans?)
14. Was möchtest du noch anmerken oder konkretisieren?
    (What do you want to note or substantiate anything?)
15. Welche Fragen hast du noch?
    (Which questions do you have?)

A.3.2   *Interview Contact Mail*

Lieber XXX

Mein Name ist XXX und ich bin Hiwine am Fachbereich Politik- und
Verwaltungswissenschaften der Uni Konstanz.

Im Namen von Michael Schuhmacher möchte Sie dazu einladen, an einer
Studie zum Thema "Praktikanten - Zufriedenheit, Unzufriedenheit,
Frustration?" teilzunehmen.

Die Studie ist ein Teil der Masterarbeit von Michaela Helminger, die
ebenfalls an der Universität Konstanz ihren Bachelor-Abschluss gemacht
hat. Sie schreibt nun in Kooperation mit der Universität Konstanz und der
Universität Göteborg an ihrer Masterarbeit, die das Pflichtpraktikum zum
Untersuchungsgegenstand hat. Michaela Helminger hat Sie persönlich,
aufgrund einer vorgeschalteten Analyse der Praktikumsdatenbank unseres
Fachbereichs, ausgewählt. Deshalb würde sie sich sehr freuen, wenn Sie
sich dazu bereit erklären würden, mit ihr ein ca. 30 minütiges Interview
durchzuführen. Die Interviews sind für Anfang bis Mitte März in Konstanz
geplant.

Alle weiteren Informationen zur Studie erhalten Sie, nach positiver
Rückmeldung an Frau Helminger (michaelahelminger@googlemail.com).
Frau Helminger hat bereits alle nötigen Datenschutzerklärungen
unterzeichnet. Ihre Daten würden daher, im Falle einer positiven
Rückmeldung, nur anonymisiert verwendet werden.

Da Michaela Helminger auf ihre Mitarbeit angewiesen ist, wäre sie Ihnen
dankbar, wenn Sie sich die Zeit für die Teilnahme an der Studie nehmen
würden. Auch Michael Schuhmacher, der Michaela Helminger in ihrem
Vorhaben unterstützen möchte, würde sich sehr darüber freuen.

Mit freundlichen Grüßen

XXXX

A.3.3 *Overview Categories: Internship*

Category	Code
Frustrators	Tasks
	Supervision/Supervisor
	Attendant Circumstances
Reactions	Feelings
	Actions
	Communication
Learnings	Future career decisions
	Duration
	Application process

Category	Sub Category	Examples from the interview (interview number in brackets)
Frustrators	Tasks	• Only minor tasks and no autonomous work, this meant no challenges (2) • no increases in work tasks' difficulty – no learning (4) • no own responsibility (4) • working for nothing, no new things, not learnings and no challenges – having to less to do is frustrating (5) • I wanted to quit the 2nd day, as I had nothing to do – no fulfillment of expectations (6) • boring work (7) • unclear and shifting priortites of tasks // lacking structure (9) • lacking quality of work but too high quantity (9)
	Supervisor	• Personal as well as professional supervision was lacking (1) • no constructive feedback (4) • the supervisor is essential (6) • no feedback and no supervision / no appraisal for own work (7) • trust can serve as important appraisal as well (8)
	Circumstances	• Overload of the firm (2) • lacking trust in interns → not using the potential and ability of interns (2) • injustice at the workplace / difficult environment (3) • no vacations (6) • bad work atmosphere (7) • high stress & pressure, frequent changes of priorities, tasks and projects + overloaded team(8) • work full time but being paid badly (9)
Reactions	Feelings & Emotions	• Anger (3) • feeling of being excluded from interesting tasks (4) • sad and angry (6) • resignation & helplesness / being dependent(7) • change of mimic, gestics and behavior but also try to take it with some humor (8) • exploitation (9) • just rustration (10)

	Actions	• Try to find constructive solutions for the problems (3) • Resignation: I started to do forbidden things, come later to work and asked for more vacations (3) • I started to do my own work and tasks (4) • stopped to ask questions → resignation (4) • look for a way out: splitting of internship and make the best out of it (5) • I tried to look for alternatives (6) • try to communicate it openly (6) • use frustration balls, go for a walk, enjoy freetime(8)
	Communication	• Talks with interns ease the situation (2) • communication with other interns helps (4) • a lot of phoning with my friends and my family (6) • talking about it may lead to irrational expectations – multiplying effects between frustrated interns (9)
Learnings	Future career	• I need to show more own initiative, ask for feedback, take action (1) • communication is essential (1) • one cannot change others easily (3) • disillusionment – now i'm more skeptical (3) • I should have quitted earlier (4) • rethinking own job perspectives, location and team as well as challenge is important (5) • certain dilemma of finding the right job: security / challenges/ social responsible organization (5) • contact and exchange with other people is important (5) • self-initiative is essential (6) • location and team are important (7) • importance to structure one's own work / I need creative work: now I'm more aware of my own experiences and expectations (8) • I need more contact with people (10)
	Internship duration	• 6 months are too long (3) • 6 months should be seen critical (4) • three months are enough (6)
	Application process	• Now I'm more aware of the selection process of such an internship, I should approach it more consciously (3) • it is important to ask more questions and to chose consciously between internship offers (4) • better application in the future, pay more attention to task decription and take it more serious (7) • internships are perceived differently by everyone (10) • there is no need to take everything and to be thankful for an internship (8)

B

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