



Intern conversion rates within Royal Philips

A study conducted for Royal Philips – Talent Acquisition EMEA (Europe, Middle East, and Africa).

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A study focused on the ‘need to hire’, added value of- and conversion from internships into jobs and interns into employees.

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1. Summary

This research has been conducted for Royal Philips. The company has spearheaded the HR topic ‘‘Workforce of the Future’’ paving the way for young talent to flow into the company. A part of this is the conversion of former interns into employees. To date Philips manages to convert 8% of all interns into employees. With the global average being ~ 60%, Philips has set out to see what factors limit a more successful conversion rate.

The main conclusions from the research see that not all managers are willing to execute the strategy accordingly; mostly these managers use interns as work-around in their teams when they have reached the maximum headcount, as interns do not count towards the total FTE of a team.

Junior managers are more inclined to show this behavior, as opposed to senior management. The research also supports the notion that managers are not unwilling by definition, but struggle to find starter positions on which they can hire the interns. Teams with more senior staffing have more difficulty creating these spots, hence they ask for assistance from other managers. Talent Acquisition can take a supportive role here to give the managers the visibility they need.

2. Preface

I would like to take the space to thank my coach and managers at Philips for their continuous support throughout the research.

I would like to thank **Hans Annink** for being my day-to-day coach and line of support where needed. Whenever other employees would try to shift tasks onto a department, with which it did not belong, Hans proved himself ever vigilant to point out their responsibility.

At the beginning of the project, I would, from time-to-time take on too many responsibilities, sometimes resulting in situations where I would be spending a significant amount of time researching things I should not be concerned with.

Marysa Rozemeijer – de Fouw has been a manager to me and my main point of contact to discuss internal roadmaps. Without her the research would have been of lesser quality. She guided me to other contacts within the organization. From time to time, she would be supporting me in breaking the barriers between strict policy, and a workable environment for this research.

Next to that, I would like to thank **Nina Rolsma** for supporting me and allowing me to connect with other managers within Philips. Next to that, she has been my direct manager for the remainder of the internship and in that she was someone, we could turn to.

This research was pleasurable to conduct because of the relevance on the matter. Ever since starting this research the topic, ‘Workforce of the Future’ has gained momentum. Going from a single e-mail to a full-fledged major topic within HR, being repeated by the Chief Human Resource Officer Ronald de Jong in nearly every meeting at the end of the research. This strengthens my belief that the research and its findings can benefit Philips. The existing hypotheses have been tested and can now be ushered with certainty.

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3. Introduction

3.1 Company overview

Philips is a globally active company focusing on consumer and professional electronic products. Starting off over a century ago as a light-bulb manufacturer, Philips has stood on the forefront of many technical inventions, perhaps the biggest ones being the CD, DVD and Blu-ray, products still being widely used decades after being introduced. In recent years, Philips has shifted its focus more towards medical appliances such as X-ray machines, CAT- and MRI scanners and products alike. Evermore vying to stay relevant to the market Philips has mastered a global brand that stands for high-quality products and being a sound employer (Koninklijke Philips N.V., 2017).

However, with the changing of the tides the labor market is shifting from lifetime employment to starters looking for bite-size chunks of experience in a race to stay employable in the ever-changing market. Henceforth the stable image Philips can offer becomes less interesting as a means to attract future talent.

Competing with other tech companies globally, and on the ‘‘smartest square kilometer of the world’’ the High-Tech Campus in Eindhoven, Philips has to find other means to attract potential future talent. One effective way of doing so is through a solid internship program. Students are more easily persuaded into an internship than a fixed job, meaning, they are more likely to accept an internship, from which the company can build a relation and fully attract someone to the company. By focusing on the brand image on campuses around the globe, Philips can win the hearts of the future employee’s. Something that, in a growing market with limited potential employees is more valuable than ever before. However, recent numbers show that Philips manages to hire about 10% of the people that start an internship within Philips, all the while having 70% as the global average for ‘‘intern conversion’’. This means that Philips is massively lagging behind when it comes to offering interns fixed positions. According to the National Association of Colleges and Employers (NACE) 2015 survey (National Association of Colleges and Employers, 2016), 72.7% of interns are offered a conversion by their internship employers. The acceptance rate overall (recurring and single-term interns) is 85.2% conclusively 61.9% of all interns is converted into a fixed position, on average.

It is noteworthy to mention that within Philips there are both graduate students (currently in the final year of their study) as well as undergraduates (typically in the first or third year of their study, depending on whether they are bachelor or master students). Regardless of the fact that undergraduates typically do not apply for being ‘‘conversion material’’ it is noted that recurring students (that being students who have more than one internship at said company) typically have a higher acceptance rate on a conversion offer, coming in at 90% as opposed to 85.2% mentioned before (National Association of Colleges and Employers, 2016).

Besides filling an ever-growing gap in the need for college-educated personnel, it should be noted that converted interns, after one year of employment outperform their non-intern counterparts (78.5% vs 67.5%). It is noteworthy to mention that interns that have fulfilled their internship elsewhere typically perform worse (64.6%) (National Association of Colleges and Employers, 2016).

In regards to retention, former interns are also more likely to stay with the company for a prolonged period, being equally true at both the one-year and five-year marker (National Association of Colleges and Employers, 2016).

Hence, this study is conducted to examine the conversion rate within Royal Philips (Philips) from a Talent Acquisition (TA) point of view and the reasoning behind either hiring (converting) or not hiring interns after they have completed their internship.

This report is based on a set number of pillars. Firstly, the study focusses on comparable businesses. How many of the interns do they manage to “convert” into fixed positions after their internships, and how does Philips perform in comparison to the general markets. As the need for a college-educated workforce keeps rising (Grant, 2015), Philips and tech companies alike need to focus their attention on binding talent as early as possible.

As mentioned, the Talent Acquisition (TA) department and HR management recognize that Philips is lagging behind in converting interns into fixed workers. Consequently, the second pillar focusses on a field study. If said hiring-manager commits to offering interns a fixed position beforehand, in how many cases are these interns actually converted, and if not, why did the hiring-manager not proceed with the conversion.

With efforts of TA to “nudge” hiring-managers to consider hiring their interns the actual percentages might fluctuate. However, since this method has only been introduced last January, the first results have yet to come in.

3.2 Practical/knowledge goals

This “nudging” is done by proposing TA support in finding the right intern if said hiring-manager is willing to commit to the “steps towards success”. These are:

- 1. Hiring with the intention of talent pipeline building which also provides the student the valued full-time job perspective at Philips*
- 2. Meaningful and challenging project/internship work*
- 3. Effective on-boarding*
- 4. Structured supporting environment via Guide – Buddy – Mentor system*
- 5. Constructive feedback via mid and end term performance reviews (Rozemeyer, 2017)*

Additionally, they are being asked beforehand if they wish to convert the intern if the budget and “seat” are available. The end-term evaluation form included the questions if said intern has performed well enough and would make for a viable employee, this data is stored and (in case there is no immediate conversion) offers the possibility to reach out to high-value interns after they have left the company and suitable positions are made available.

Conclusively, TA wishes to further investigate the opportunities and limitations to the hiring of interns. Moreover, if a strategy is rolled out that focusses on the conversion of interns, such that the hiring of new young talent is part of your recruitment strategy, then why are results falling behind? How do the hiring-managers perceive the need and necessity to convert interns?

Henceforth this research will focus on the experiences of the hiring-managers, to require an in-depth view in their dedication to strategy and general awareness on the matter. These insights might help TA to alter course or make other necessary adjustments that can lead to more interns being converted into employees.

A hypothesis is that hiring managers do not have the budget for contingent or fixed term employees and use the internship program to fill holes in their workforce planning. Albeit that interns can still have valuable experiences in fulfilling internships in which the main focus is on production, it is to be said that the Philips strategy doesn't allow/encourage this form of "cheap labor" as TA puts it. This hypothesis will be tested during the research.

Another hypothesis stated by TA is that, given the opportunity, hiring-managers are more inclined to fill available budget with more experienced workers, rather than investing in the development of starters (be that former interns).

Alternatively, it remains to be investigated if hiring-managers are (if, at all) aware of the TA strategy to invest in intern conversions, and if known, how much attention is given to its guidelines.

3.3 Research questions

Conclusively the main research question of this study is:

“What factors limit the conversion of interns into employees within Royal Philips?”

Related sub-questions are:

1. Does a budget constraint influence the likability of someone being converted?
2. To which extend do hiring-managers utilize interns to fill capacity deficits?
2. To what degree are hiring-managers dedicated to train interns and fuel the talent pipeline?

These sub-questions are to determine if the said hypothesizes, are at all viable and true, moreover they aim to dive into the reasoning of hiring-managers when it comes to converting intern's vs hiring people from outside the company.

3.4 Reading guide

This report is divided in several logical intertwining steps. The theoretical framework consists of literary research into studies regarding the subject of intern conversion, amongst other things, and seeks to draft parallels between them and the situation at Philips. Are there generic markers that every company faces when it comes to converting interns? And if so, how can these be overcome?

These factors are translated into the conceptual model, a schematic overview of the topics that influence the willingness to follow the strategy set out by TA. The methodological approach explains the methods used to extract the needed information upon which the conclusion will be based. Including interview subjects and the general timeline to inform anyone wanting to recreate this research the amount of time it would take him/her.

The result section is an extract of the interview data upon which the conclusion will be based (in coherence with the results from the literary review). This conclusion, in chapter eight, will reflect the interpretation of the interview extracts and scientific data and the relation to each other.

The “Discussion” chapter is a critical reflection upon this research, and aims to expose possible “gaps” in the research, in other words. What needs to be done to increase the validity of this research?

4. Theoretical framework

4.1 Conversion rates (market)

This research sets out to find out why Philips does not convert as many interns into employees as other companies (i.e. the market) does.

To determine what is too little, and what enough is, one needs to determine the average that is currently valid for the market. As addressed in the introduction of this research, a recent survey of the National Association of Colleges and Employers any given company that uses an internship program to hire new employees should manage to convert 61.9% of all interns into employees. Other research by Zhao & Liden (Zhao & Liden, 2011) states that 60% of all internships turn into job offers. Being mindful that the offer rate does not equal the acceptance rate (although it is in the high 80’s per cent) a mean of ~ 60% conversion makes for a market average.

Fall below 50% and your approach is rated as worrisome (National Association of Colleges and Employers, 2016). Although exact figures have yet to be determined, intel from recruiters and campus leads suggests a rough 10% of the interns in the EMEA area are converted to employees.

With this figure falling significantly below the 50% marker of which the NACE (National Association of Colleges and Employers) speaks of, Philips appears to be missing out on opportunities.

Moreover, the conversion market is booming with 61.9% conversion being a 13-year high (fig.1).

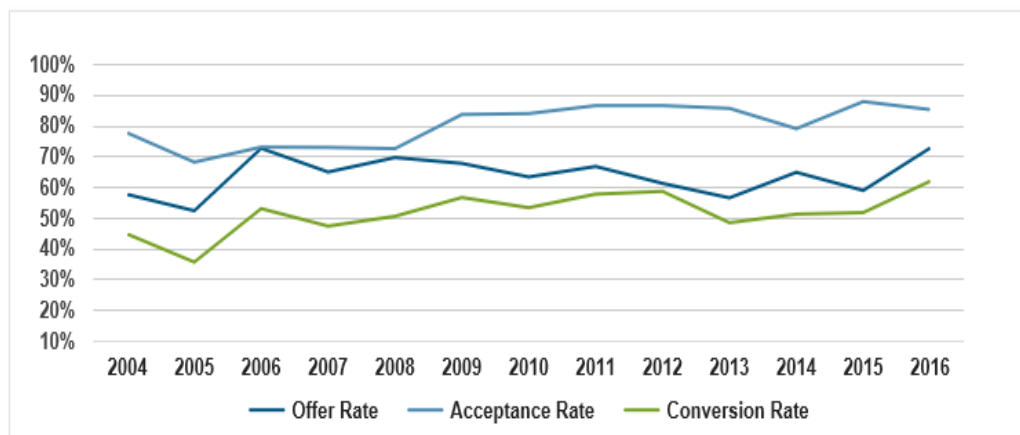


Fig. 1 (National Association of Colleges and Employers, 2016)

Figuring out what makes it so that more interns are converted into employees, this research will focus on several aspects of successful management.

Research shows the intentions of both the intern as the mentor are crucial indicators, this synergy (referred to as Leader-Member Exchange theory, or LMX) are predictors of a “could happen” conversion. It goes without saying that there are however, more stakeholders involved in the process. To an extent managing interns, on itself does not have to vary too much from managing any other employees. Following general management theories on, for instance, how to secure and build a sustainable pool of employees, will be theoretically analyzed throughout the research paper. Albeit an in-depth approach, the future workforce faces several challenges that are not included in “older” management theories. Hence the most important difficulties (trend based) will be dealt with.

Also, knowing there is a gap between actual conversion and (market) projected conversion one must see what are the “key predictors of intern conversion” (Rose, Teo, & Conell, Converting interns into regular employees: The role of intern-supervisor exchange, 2013).

4.2 Conversion intentions

Philips TA policy focusses on bringing “meaningful” assignments to the table, albeit that opportunities and satisfaction “...did not play a significant role in predicting both the intern’s and the supervisor’s conversion intentions.” (Rose, Teo, & Conell, Converting interns into regular employees: The role of intern-supervisor exchange, 2013). More importantly, the conversion intention of both the intern and supervisor during the internship are stronger predictors of a “might happen” conversion (Rose, Teo, & Conell, Converting interns into regular employees: The role of intern-supervisor exchange, 2013).

Noteworthy is the trend that internships (experience) are becoming increasingly important for university graduate entry jobs (National Association of Colleges and Employers, 2016).

With the assertion that finding talented employees is the HR challenge of the decade, companies are working on strategies to ensure talent pipelines to ensure future competitiveness. To this degree internships programs, as a means to hire new talent, are being used by more companies globally. (Rose, Recruiting and selecting graduate employees via internship, 2013).

Notable are the findings that interns develop a feeling of obligation towards the mentor, although not measured if this obligation translates into a higher acceptance rate of offers is not mentioned (Rose, Teo, & Conell, Converting interns into regular employees: The role of intern-supervisor exchange, 2013)

4.2.1 Participative leadership

Linked to the intent is the form of participative leadership. More companies use this to identify potential new talent that is willing to take “significant responsibilities” and, as research mentions “... *perform at high levels in the post hire period...*” (Newman, Rose, & Teo, 2016).

Note: Participative leadership is a leadership style in which the supervisor gives responsibilities to subordinates. It is deemed that giving responsibility ensures a commitment to the organization. Subsequently, research by Newman, Rose & Teo (2016) learns that specifically younger employees responded well to the leadership form (Newman, Rose, & Teo, 2016). Henceforth the positive experience can in turn sway

towards a positive intern intent. It is claimed that this ‘‘sharing’’ of responsibilities results in higher trust, at least as being experienced by the subordinate, this trust can in turn result in a higher job performance



& Teo, 2016)

Fig. 2 (Newman, Rose,

On itself, the notion that giving trust, or otherwise transferring responsibilities of managers to subordinates can result in better performance is not new. The Hawthorne experiment, which can be seen as the birthright of the organizational psychology is based on the ‘‘attention – performance’’ tradeoff.

4.3 LMX (Leader-member exchange)

The aforementioned conversion intention flows in from two sides, that being from the intern and the supervisor. It is noted that the intern’s (conversion) intention is influenced by the relationship between the intern and its supervisor. As the relation between an employee and its direct supervisor is the second strongest between an employee and the organization (Wayne, Shore, & Liden, 1997). Thus, it can be assumed that a strong intern-supervisor relation will support the conversion of the intern (Rose, Teo, & Conell, Converting interns into regular employees: The role of intern-supervisor exchange, 2013).

Albeit from an intern point of view. Equally so the ‘‘meaningful’’ assignments that Philips aims to provide to its interns are not without result, regardless of the fact that a meaningful assignment does not, on itself, provide a positive incentive to convert, it does project that the company can be a place to learn. The ability to learn on itself is a primary indicator of a successful career path. And so, provided learning opportunities during an internship can flag a company as a viable employer in the future (Rose, Teo, & Conell, Converting interns into regular employees: The role of intern-supervisor exchange, 2013).

Additionally, from a supervisor point of view, the intern intention to convert is a positive influencer. As the supervisor’s close contact to the intern makes the supervisor itself the most likely source of reference, if a conversion is prone to happen.

A positive influence from the intern to the supervisor can hence be seen as a predictive indicator. Conclusively, the relationship between the intern and the supervisor and their intentions to convert the internship into a job can greatly improve the likability to have an actual conversion.

4.3 Conversion stakeholders

Set aside this personal intent there are other parties involved when it comes to converting and landing good internships. Meaning having internship experience in itself increases the employability of a student, regardless of the fact if the intern ‘lands the job’ in the same company as he/she performed the internship.

Universities are equally so a stakeholder in this process, including the aforementioned employability of their students granting reputational benefits to the university.

Next to that, the internship can be used as a means to uphold contact between universities and companies (Rose, Recruiting and selecting graduate employees via internship, 2013).

Conclusively, the internships are useful means to both students and universities. But how do companies fare by this? It goes without saying that the “try before you buy” approach of internships as an indication of possible new talent is interesting from a financial point of view (Rose, Teo, & Conell, Converting interns into regular employees: The role of intern-supervisor exchange, 2013).

Nevertheless, it is also known that they value internships aside from the financial aspects with more altruistic motivations. Organizations feel that, with housing interns they give back to the community and help improve the overall quality of a profession. This however, can also be perceived as a way of gaining good publicity (Pianko, 1996).

Although beneficial, the primary benefit of interns is to attract potential new employees (Rose, Recruiting and selecting graduate employees via internship, 2013). Companies like J.P Morgan hired over 80% of their interns between 2008 and 2009 (Gerdes, 2009). Students that did not have the intention to work at the host company however, did not have their opinion influenced by intensive mentorship from the company. Organizations that were more open to hire students are prone to be more open to the intern’s creativity and ideas (Zhao & Liden, 2011).

From a hiring point of view however, internships can be interesting as opposed to traditional means of hiring through interviewing, which is a maximum performance situation, displaying “...*reveal only what applicants can do but not necessarily what they will do after hiring*” (Zhao & Liden, 2011). The extensive work sampling, that internships can be viewed as, give companies a clear view on the day-to-day capabilities of the intern (potential hire).

4.4 Managing interns

Set aside from an internship program as a means to hire new young talent. It is crucial to find out what it takes to manage an intern well. As stated before, presenting an interesting (i.e. meaningful) assignment can make employers more interesting to interns as possible employers. The possibility to grow by means of meaningful work and positive student-manager intents can in time develop into new hire’s.

4.4.1 Attraction-Selection-Attrition (ASA)

One of the strings attached to managing interns well is making sure there is a match with the day-to-day manager of the intern.

As said before, a positive intent by the manager is likely to be (one of the) bigger predictors if an intern will be converted (granted they match the other checkmarks mentioned before) and “*An employee's relationship with their immediate supervisor has been asserted to be the single most powerful connection an*

employee can build with an organization.” (Rose, Teo, & Conell, Converting interns into regular employees: The role of intern-supervisor exchange, 2013)

This ‘managers’ intent’ can be linked to Schneider’s Attract-Selection-Attrition (ASA) theory stating that people are:

1. Attracted to organizations that have the same values as they uphold.
2. Organizations are most likely to hire people that have similar traits (and values) as existing employees have.
3. In time, people that do not match these values are most likely to leave the company sooner or later.

(Oxford University Press, 2017)

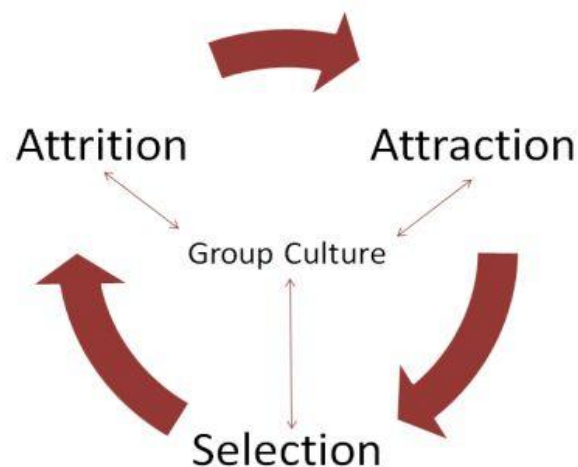


Fig. 2 (Madigan, 2010)

This implies that an intern would have to match the values of the company, to potentially become a long-term (sustainable) hire. Moreover, the intern would initially have to match with the values of the manager (referring back to the influence a manager can have over any potential conversion).

Knowing that values, assignments and intentions from both parties need to match up one can look more closely at how interns have to be managed on a day-to-day base.

4.5 Commitment to HR strategies

Larry Myler says: *“65% of organizations have an agreed-upon strategy. 14% of employees understand the organization’s strategy. Less than 10% of all organizations successfully execute the strategy.”* (Myler, 2012)

If one is to ask, why not enough interns are being converted into fixed roles one could also ask if the strategy, aimed at realizing this conversion is being followed as anticipated. Whilst not limiting it to this sole subject, the following, or execution of any strategy is something to take into account when it comes to finding out why something is, or is not working. Larry Myler states that, even though so few people follow or execute a company's strategy, it is very much worth the effort of implementing one anyway. This due to the fact that he claims that regardless of past results, a company strategy is the best effort. However, to maximize your return you must make sure the critical element "alignment" is in place.

From a business point of view, there are two noteworthy opposites. Company A, who bases its strategy fully and unconditionally on their internal vision/mission and company B which wants to appeal as many costumers as possible, often "at the expense of organizational identity" (Myler, 2012). Myler claims the truth is in the middle here. Two main points must be aligned in a series of events to create a workable strategy.

Within this first mention, those are to ask what your costumers will buy and secondly, what are you producing? With these two questions aligned, a company has a solid foundation. Although possibly challenging, the day-to-day implementation is the more complicated step according to Myler. According to him, success rates drop 50% when it comes to executing strategy. This can be due to a number of reasons:

1. The message changes as it goes from top to bottom (of the organizational structure).
2. Employees do not see a benefit for them.
3. The workforce might create misalignments unknowingly.
4. The strategy is too complicated to formulate to day-to-day practices (Kaplan & Norton, 2005)
5. As much as 95% of the workforce is not fully aware of the strategy.

(Myler, 2012)

Consequently, to assure people are willing to follow your strategy it should at a minimum:

1. Recognize and reward people giving effect to your strategy.
2. Differentiate the offerings of a company in regards to competition in order to attract new potentials.
3. "Deploying finite resources" in other words, spend budget to implement and uphold the strategy.

All in all, the Harvard business review study conducted by Kaplan and Norton in 2005 that 90% of the companies included in their studies did not manage to reach a 5.5% annual growth (between 1988 and 1998) even though they had strategies that included even higher target goals. Not exclusively, but in line with the findings of Myler, some 60% of the organizations did not assign a financial budget to their strategies (Kaplan & Norton, 2005).

4.6 Strategic workforce planning

Strategic workforce planning is one of the ways to create room for interns within the company. This by means that when managed effectively, a team manager will make sure people stay motivated and challenged in their jobs, additionally a change of view on how to tackle problems safeguards the team's effec-

tiveness. In this light, managing outflow generates room for new people to “flow in” to the team. Ideally, this is where the intern steps in (albeit a recently graduated one, a starter/graduate).

To understand strategic workforce planning one should start at its definition. “*Strategic staffing is the process that organizations use to identify and address the staffing implications of their business strategies and plans*”. (Bechet, 2002)

With the words “strategic” and “addressing” being the critical ones. Strategic workforce planning must not be a once-a-year process, but rather a continuous evaluation of staffing needs over longer periods of time, although managed on the short term (saying as much as, you need to act now, to remain viable later).

There are two major factors involved:

- 1) **Staffing strategy:** This refers to the longevity of your team’s output. What is the company going to do over the next couple of years to make sure it will have enough employees to keep up with demand, or make sure you don’t have too many employees, should production decrease?
- 2) **Staffing plans:** These refer more to short-term planning, rather than the strategic long-term as mentioned above. How will the organization address immediate staffing needs? A staffing plan will support the chosen staffing strategy.

Staffing used in the above is meant in a broad sense, including “*recruiting, hiring, transfers, promotions, redeployment, use of contingent and temporary staff, decruiting, outsourcing, retirements, terminations and retention*” (Bechet, 2002).

This staffing process can be lengthy, but generally consists of the same eight steps starting with identifying and prioritizing distant staffing issues. Knowing how the business strategy will influence your staffing is key in planning accordingly.

For instance, knowing the company will venture into developing new products, one would have to make sure their team has the knowledge that is required, if said product is going require in-depth software knowledge, your full team of manual labor specialists might not be what you need. It then falls to the company to assure that either they re-train the populous, or start recruiting new able employees, consequently this will likely mean (by means of budget restrictions) that you will have to decruit some of your old workforce.

To have insight one should create a staffing model to visualize the shortages and surpluses available. All this boils down into the following model, or Workforce planning cycle, as it is referred to in this picture.

Fig. 2 Workforce Planning Cycle (Dobraemerytura, 2017)

By keeping the workforce cycle spinning you can ensure a more durable, strategically fit, workforce.

In making sure the workforce keeps getting updated with, potentially new, workers that match the direction that the company is



going, managers also create opportunities to fill these new slots with former interns. In a way, having a solid strategy to let people grow into other functions (or become obsolete for that matter) you enable the new workforce to take over. All-in-all keeping a high mobility, sustainable, team.

4.7 Theoretical cohesion

- This summary formulates a short and comprehensive overview of how the theory can be linked together.

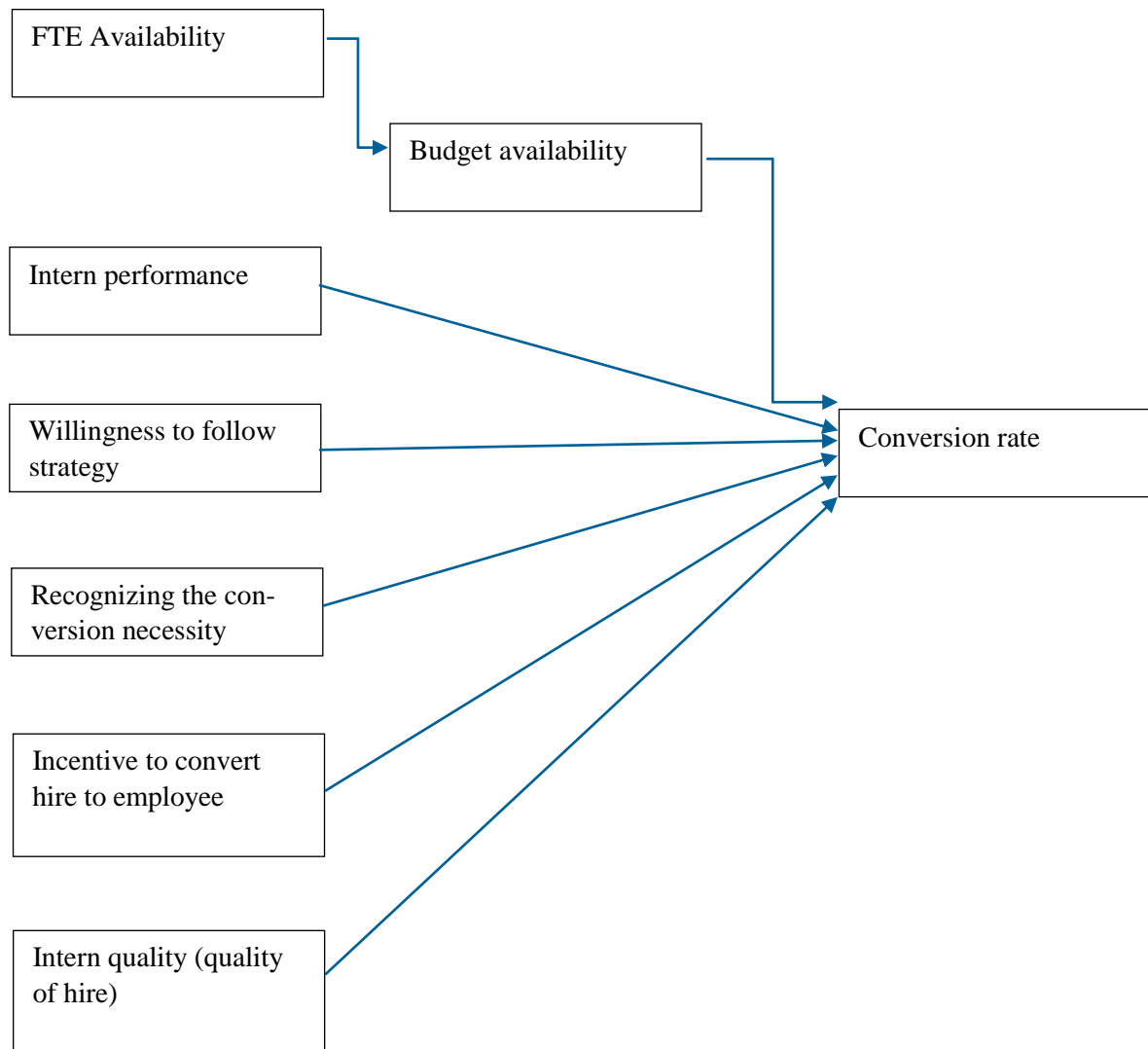
Starting with the overall current status, that being the conversion rates as they are portrayed in the different markets, this research aims at the could-be scenario in terms of possible intern conversion. Noting that (as was concluded in the earlier investigations) there is a gap between the possible, and actual conversion rate, the research then focusses on factors that would ensure a conversion from a theoretical point of view.

This theoretical point of view is portrayed from several angles, with a focus on intern to coach relations (coach being a generic term, that could also be replaced by “manager” “supervisor” or other similar titles). The actual intent of the intern, as is stated in the framework, has a high predictability for a possible conversion, that being said, if a student dislikes the organization, it will generally not convert. The relation with the coach, can however, greatly sway the views of the candidate. Noting that when a coach paints the picture of a possible job, the intern tends to grow a better liking to organization (as stated in the Leadership and LMX chapters). The theoretical section furthers to incorporate several stakeholders and their share in the possibility of any conversion, for instance by means of the Attraction, Selection and Attrition model.

Looking at stakeholders and the coaches in particular, there is a theoretically claimed deficit between the organizations strategy, and the means in which it is executed, most notably: *“65% of organizations have an agreed-upon strategy. 14% of employees understand the organization’s strategy. Less than 10% of all organizations successfully execute the strategy.”* (Myler, 2012)

To research is said strategy is, at all, being executed, this research takes its focal point on strategic workforce planning as a means to open space for interns to potentially convert into.

5. Conceptual model



The conceptual model is to visualize the dependent values that affect the, in this case, conversion rate. During the research, it will be checked if all boxes are of equal importance. Typically, this model will be reviewed at the end of the research and, if need be, adjusted accordingly.

6. Methodological approach

6.1 Research method

The main research question on itself, being an open variant, poses that qualitative research would be the best method for this paper (Baarda, 2014). Generally speaking, if the research question is ‘‘closed’’ i.e. ‘‘How many...’’ questions, or is one that is looking for user experiences, quantitative research would be the best way forward.

The research question for this research however, encompasses many variables. Firstly, we don’t know for sure what the reasoning of hiring managers can be which decide if they want to hire an intern or not. Neither can we say, with certainty, that decisions are solely based budget wise. To ensure the true answer as to why Philips doesn’t manage to hire as many interns as the market average, one needs to enable the interviewees to explain in full focus, rather than present them with a limited number of answers (options).

Within this form of research, one usually takes a sample, meaning a limited number of people of which you can validly draw conclusions that are equally true for the entire research population (Baarda, 2014). In this case, the research population are the hiring managers of Philips. Because it is not possible to interview every hiring manager to hear the possible implications of converting interns into employees, one should take a sample as explained above.

6.2 Population

As of September 13th, Philips has hired 133 interns in 2017 (note: some of these hires have a starting date in early 2018, but are nevertheless hired within this year). Annually Philips hires, in The Benelux area, around 800 interns. Not all interns are processed through the Talent Acquisition (TA) team, with some time to go, a rough estimate would be that TA is going to hire some 200 interns over the year 2017.

Henceforth it should be noted that this research will limit itself to the interns that are processed by TA. These 200 interns are hired by hiring managers. So, to be able to draw conclusions which would be equally true for all the hiring managers one would need to interview, given the timeframe, a fraction of the hiring managers. Based on research guidelines, one should interview 8 hiring managers (Baarda, 2014). This sample group will, ideally, consist of hiring managers who have recently (at least within the year 2017) both hired and subsequently decided not to convert their intern into an employee. The reason for not converting is subpar to the hypothesis if they had the intent to convert. Ideally the group would consist of a mixture of people that wanted to convert but were unable to do so, for instance, due to budgetary reasons.

However, selecting 8 hiring managers who have not converted their intern, on itself would possibly indicate the likelihood that a budgetary reason would be limiting the chances of conversion. In other words, by selecting 8 random hiring managers, if said 4 of them would indicate their intended conversion did not take place because of budgetary reasons, one could possibly assume that half of the intern population will never convert due to budgetary reasons.

<i>Month</i>	August		September		October		November	
<i>Date (grouped)</i>	1-15	16-31	1-15	16-30	1-15	16-31	1-15	16-30

What should however be taken into consideration, is that a budgetary reason, although in itself plausible, might not be the only, or ‘‘next to’’ reason for not converting a sufficient number of interns. By limiting the sample group to consist of 50% hiring managers who cannot convert due to said reason, the research in itself is limited in its possible outcomes.

Unfortunately, at this stage, it is unclear if budgetary reasons are plausible reason for not converting. Henceforth we must invite eight hiring managers and based on those results draw our conclusions. In the discussion section of this research, the impracticalities of this selection further will be discussed.

6.2.1 Selection frame

The population sample group will be selected from a database of hiring managers. This sample frame consists of every hiring manager that has submitted, one or multiple, requests for interns. A possible selection can be made on a number of requirements.

For instance, if a hiring manager submits an intern request, with a starting date ‘‘ASAP’’ versus a hiring manager who is submitting a request for an intern on a longer term (possibly to match academic calendars). Would there be a possible correlation between the ‘‘need’’ or urgency to have an intern and the chances of an intern being hired?

Because factors like these cannot be confirmed nor excluded, the sample group will consist of both hiring managers with a higher urgency and a lower urgency. All the while selecting people that have had the intent to convert but failed to do so.

6.3 Timeframe

Because the hiring managers operate in a highly digital work environment, arranging appointments is relatively easy. For this research, the weeks between the 18th of September and the 2nd of October 2017 have been designated to interview the 8 hiring managers. The following two weeks have been designated to process the interviews and extract results.

During the month of October, the results are analyzed and conclusions can be drawn. From start to finish, the research takes place between the 1st of August and the 1st of November 2017. Although this is quite a strict timeline, the month of November has been designated as a ‘‘overflow’’ month. Meaning there is 4 weeks to dot all the I’s and finish any remaining chapters. Though on itself, this would not be needed, a realistic approach must be taken into account when scheduling meeting with other people.

On a timeline, the process looks as follows: (Full graph on next page).

Action	Pre-research Introduction	Theoretical framework	Theoretical framework Conceptual Model Methodical framework	Interviewing	Processing interviews Results	Conclusion Discussion	Overflow
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6.4 Interview questions

The interview, because of the nature of the research, will consist of half-structured topics. Meaning that a set number of topics will be dealt with but the questions following the initial answers will be determined during the interview. Although this type of research is more difficult to reproduce, it is, by its nature, needed because the answers given cannot be determined beforehand. Drafting a structured interview will limit the possible outcomes, therefore risking not uncovering crucial reasoning behind converting/not converting interns.

The standardized topics ensure that in basis, the interview follows the same general pathway, denying the possible diversions.

These topics are:

1. Are you familiar with the Philips strategy regarding "Future workforce"?
 - a. Do you agree with the "Future Workforce" policy?
 - b. Why do you/do you not agree with the "Future Workforce" policy?
 - c. If not, ((explain)), Would you have decided differently, knowing the Philips strategy?
2. What incentive did you have to offer/not offer the intern a conversion offer?
3. Did you personally coach the intern, hired in your team?
4. Did you have the initial intent to convert the intern into an employee?
 - a. Why did you /did, you not have the intent to convert intern?
 - b. Why did you not have the intent to convert the intern?
 - c. What was the reasons the intern was not converted?
 - i. Had the intern performed differently, would you have had the intent to convert the intern?
5. Did you agree with the reasons why the intern was not converted?
 - a. Why did you/did you not?

With this list of base questions, all subjects from the theoretical framework can be checked with the current status in the work field. Differences between the theory and the interview outcomes will determine possible reasons for not meeting the market average regarding intern conversion.

The full version of this topic list will be available in the attachment chapter.

6.5 Analysis

As is noted in the research guidelines of (Baarda, 2014) research papers not surpassing ten interviews can easily be analyzed by means of build-in Word tables, the analyses of the data will happen by means of the ‘grounded theory’. The interviews have been conducted and analyzed cyclical, meaning data is analyzed and used as new input for later interviews until the saturation point has been reached. The coding steps are written down in the attachments of this research (‘coding’ includes; sorting, relevance, labeling, open coding, axial coding and selective coding).

7. Results

7.1 Intern maturity

Respondents have mentioned that there is a difference in intern maturity. That is to say, interns are sometimes in the middle of their study when they join the organization. This makes it that they are not suitable candidates for conversion. Subsequently, there is a management trainee program within Philips, given the opportunity, one respondent says that he will always take the trainee (convert them in its team) over the intern.

This respondent mentions this as being part of the issue as to why he does not reach the global average conversion rate of ~ 60%.

Another respondent says he always has interns that do their job quite well, but his team consists mainly of people with 10+ years of experience. Also, he notices that his team is not that interesting for interns to join, typically they would leave the team and look for a broader role (this respondent works at a very specialized branch of accountancy).

“No, I'm just saying because normally we would take "end schoolyear" interns, so that are doing their last internship. These are the ones that are the most interesting, for the BG and I suppose for Philips because you can convert and grow them into the next level.” – Respondent 1

7.2 Motive

Linked to this, one respondent mentions that the motive of ‘Why we have interns?’ comes into play there. Is the goal to convert them, using them as a talent pool, or do we hire to fill a capacity gap this respondent wonders (footnote for readers: interns do not count towards the headcount of a team).

“So, it's not a conversion anymore. And am I not allowed an extra FTE? No, I am not, so that's why I have an intern” – Respondent 1

Another respondent mentions that, at times, he does not have a budget that is sufficient to hire a contingent worker, or that he has reached the maximum amount of FTE for his team, if work then does not get done he says, interns can be a solution for the team.

One respondent has a yearly calibration session. During this session the respondent and his team “identify talents including the potential and talented interns”.

When prompted how he would manage if he were forced to open positions dedicated for the conversion of interns he mentions that he does not feel that the 62% mark for interns should not be the aim. He tells the interviewer that he this is more a matter of creating room in teams in general. To him, this slot could be filled by anyone or “whatever level of, in terms of grade, worker” as the respondent puts it.

This respondent also mentions that he feels 800 interns a year is a lot, and that they are mostly doing operational tasks that could also be fulltime FTE’s.

A respondent says that he can choose between hiring two interns a year, or one fixed employee at grade 50. He then prefers to go for the interns as they are a cheaper solution. When the interviewer suggests that having the 50 means you can hold the talent within your company the respondent answers that it could be a possibility, but it’s something that he has never thought of before.

One respondent says that it is crucial to only hire the top talents for interns, as they can be handed the same difficult tasks as other members of the team, and therefore can challenge the team to think differently. She feels that sometimes other manager delegate simple tasks to interns, this then results in the intern not being able to show its full potential and can diminish the odds of the intern being converted.

7.3 Landing spots

A respondent mentions during the interview that when she has a suitable intern, there is not always a clear spot reserved for this candidate. Several respondents mention this. They tell the interviewer that there is a lack of visibility on possible places interns could be converted into.

It then falls to the candidate to find a job opportunity within the organization. One of the respondents however mentions that she personally reaches out because there is a greater likability that someone will read and reply to her message, as opposed to one send by the intern. She claims to create places within teams.

This respondent mentions that it could occur that an intern is willing to stay within the organization, but that the team has no suitable slot available, and next to that, the internal career pages do not have any starter positions available.

“Okay because in all fairness the example you gave I also I also don't particularly hire interns for conversion. Into the technical accounting oversight role. I also really use them for extra hands for research, for analysis to be done” – Respondent 8

A respondent mentions that often it be hard, especially when an intern is running a 12-month internship, to know at the beginning if they will have a landing spot ready. This respondent tries to cover for this by having nearly one intern per FTE, meaning her team doubles in size. She links the interns to a team member, so she tells the interviewer, and incorporate them in the strategic workforce planning. Essentially, the intern will be matched with a manager who is skilled enough to promote outside of her team, making it that staff members can move up, thus creating a position at entry level. The respondent mentions that this tactic ‘‘nearly always’’ results in a landing spot for the intern.

Going through the interviews several managers say they look for landing spots with other managers, but none redirect to TA, when asking a respondent why he does not circle back to TA, he mentions that TA cannot create jobs. When an intern looks at the internal career portal and notices that there are no suitable starter positions open, the respondent does not see added value of reaching out to TA.

‘What is then the additional reason for me to also go to TA, because I know you also can’t open any jobs’’ – Respondent 4

7.4 Visibility

Respondents almost unanimously tell that they do not have the needed visibility. Typically, a hiring manager (when there is no room in his/her own team) will reach out to direct co-managers in other teams. This is forwarded to the managers with the hopes that one of them has the room to convert this young talent.

None of the respondents claims to direct their candidate towards Talent Acquisition, to ask for assistance or a line of sight from their position. Another respondent mentions this has to do with the fact that TA does not have hiring power, and cannot create vacancies on which the intern could be placed.

Respondents act in diverse ways when it comes to making the candidate visible to the potential managers. One respondent said she feels personally responsible for a successful conversion (if not within Philips, then elsewhere). This respondent also mentions that she will reach out to the potential hiring manager if she feels the intern will not succeed itself.

Another respondent makes sure to present the interns in the same fashion she presents her regular team members.

‘They have equally the same visibility when it comes to me presenting my team to all kinds of stakeholders.’’ – Respondent 2

7.5 Management grade

One respondent mentioned that she as a grade 90 manager is forced to think strategically and is responsible for making sure Philips will continue to have good people working for it. She feels that potentially lower grade managers are more occupied with day-to-day business and sometimes forget to think long term.

‘But I am a relatively old lady now so if I can take care of the next generation and I can help them to be strong. Plus, there's a business benefit for the company it's really a win-win’ - Respondent 2

This respondent feels that it is part of a senior managers job to schedule time for grooming the next generation. If this awareness is not clear with all managers, she feels that HR would do well to underline the company values with these managers.

‘My assumption is that if you get people who are grade 80 or above are allowed to hire interns. They might already be more mature in this thinking that it's our responsibility to secure the next generation of talent.’ - Respondent 2

7.6 Quality of hire

Several respondents mention that at times, the “quality” of the intern was not sufficient. Upon being asked if the hiring manager had expected differently from the intern one mentions that he expected the intern would not meet expectations, but says he was forced into hiring the intern because there were no other suitable candidates, and his team needed someone to help with the workload.

The interviewer has asked this specific respondent if the hire had been executed in line with the Talent Acquisition procedures. More specifically, the interviewer asked the respondent in what month the hiring took place (intern start date: February or September), the respondent answered: That this was not the case in this specific example, but that he had also hired interns following the Talent Acquisition timelines that were also underperforming.

‘At least I consider almost all my interns with a high potential, otherwise I wouldn't hire...’ - Respondent 6

The respondents were asked what their part was in steering the intern, when it was noticed that the intern was not performing as expected. Some respondents say they have not done enough to coach the intern into performing better. Other respondents say they have actively steered the intern, this by means of bi-weekly meetings.

One respondent says to be focused on having the intern decide, and making clear what they want. She wants the interns to attend manager-employee meetings and present their results. In addition, she wants the intern to draft SWOT analyses on themselves. This, so that the intern knows where he’s at, and where he/she wants to go towards. The respondent says this is crucial in making sure a conversion can happen,

not only the manager should know where he/she wants to move the intern, but equally so, the intern should have a clear idea of where he wants to move towards.

7.7 Budget

Some of the respondents say they hire an intern because they lack the budget to hire, either a contingent or a regular employee. Equally so, some respondents mention that they cannot move towards conversion because they do not have the landing spot within their teams and efforts to have the candidate land elsewhere have not yielded any results.

7.8 Assignments

One respondent says they always pre-select the thesis topic, interns then get one full day per week to work on these topics. During the hiring procedure, this respondent claim, they always pre-assign a work buddy, together they look at topics that can be of strategic importance to the team.

‘Sometimes they also challenge the older people you know, in the team, to think in new ways’ – Respondent 2

By this the respondent purposely blurs the lines between working for school and working for Philips. A key point, according to this respondent, is that he/she does not see them as cheap labor to do the things Philips does not have the time for to do, but rather have interns that challenge the team to the best.

Subsequently this respondent uses it to identify who will be eligible to join the team.

A respondent says that he is not always content with the quality of the intern. In turn, he does not want to hire people that are also working on assignments (effectively cancelling out a large portion of possible candidates) because: “I also need a pair of hands, having them spend a day on a thesis, means they work a day less for Philips.” This respondent said. This respondent mentions that regardless of cancelling this portion, he always succeeded in finding someone.

7.9 Day-to-day management

A respondent mentions that by not thinking strategically, there are teams that are focusing on what needs to be done (workload) but forget to focus on what really matters. The manager of this respondent in turn forces them to only work on what is essential to the business, and not do all the other things. This gives them time and clarity of mind.

The interviewer asked this respondent if he feels its “poor management” to focus on sales today, rather than investing in people. To this the respondent replied that “sales today” are great, but a couple of months later you will have “sales tomorrow” so being a good manager makes it that you also look forward. His interns are always “sales tomorrow” and never focused on short-term success. So only my

own team members focus on sales today. “And if we can’t get the work done, then there is something wrong with the choices we make in our team”.

One respondent mentions that his team only consists of grade 60 and 70 people. These are all experienced, with the last three managers that joined having over 10 years of work experience. So, interns could never role into a job within his team.

‘But the interns are often seen as enablers for sales tomorrow, not for today.’ – Respondent 2

Upon suggesting to make hiring an intern could be a KPI this respondent however replied that he feels it would not be suitable, as it would make it so that managers hire for the sake of hiring and making sure they reach KPI’s. He does suggest to make sure there is a clear end-point at the start of the internship.

Saying HR should not support a requisition if there is no clear plan and landing spot available.

One respondent uses the room in her team to align students that either need to write a thesis and ones that don’t. Depended on their needs she finds the right buddy that can help tailor the thesis. Resulting in several students writing their thesis, and three interns who dedicate all their time towards working for Philips (non-thesis).

This respondent is actively trying to create more junior roles in her senior team. When asked how these roles can be created she mentions that they want 4-5 landing spots for interns to convert into.

The interviewer then mentions that other managers say they cannot create spots in a senior team, and the respondent is asked how she would do this. The respondent replies that she doesn’t believe the other managers cannot generate the landing spots. She says there’s always work that juniors could be doing, at least for her team. She feels it’s a dedicated effort, because it’s not right to only hire higher level employee’s.

This respondent also then continues to mention, she fears we don’t take interns seriously enough, as multiple other respondents have also expressed. She feels that these interns are in a perfect trail period to see if they fit the organization. She fears managers take the easy route by hiring experienced personnel and use interns as a pair of extra hands.

Managers in this respondent’s point of view are too late with acting, she fears that at the end of the internship managers only start realizing that the intern is going to leave, and what should they do with it.

7.10 Selection criteria

Almost all hiring managers say that the “emotional” qualifications matter most when it comes to selecting the intern.

As interns usually lack professional experience, they take it that they will be sufficient in their skills due to the education they are following. Some respondents do feel that an online assessment can matter when it comes to selecting the intern and will only select people that have achieved a certain score.

Both respondents with 60%+ conversion however, say that these academic/professional qualifications are sub-par to the “emotional” qualifications. They say that they would rather select someone who matches the team, personality wise, and understands the values of the company.

Another respondent said he felt the pressure to hire an intern he was doubtful of, it turned out that the online assessment scored this student as “below average” and this strengthened the doubt he had. In the end he did hire the candidate, but will not be looking to convert this candidate into a job within Philips.

7.10 Suggestions

(Nearing the end of every interview the respondents were asked what they would need in order to secure more conversions).

Respondent 3

Mentions he would want a more streamlined process to hire. A starting guide towards hiring, telling him where to find what information and conveying the strategy. Additionally, this respondent mentioned to not support positions if they hiring team does not commit to the strategy, I.e. no plan and landing-spot equals no support.

Respondent 2

Would not allow managers under grade 80 to hire interns as she feels they could potentially be unaware of their role as manager and not think enough on long-term solutions

Respondent 4

This respondent feels we need a different system in HR. A system of strategic workforce planning that gives every person an end-date for their role, subsequently, you would have one or two candidates who will be taking over. This to ensure mobility.

Respondent 6

Says that it would help her if she had a pool of people that have finished the internships (or are near the end) and have them be visible for other hiring managers by means of evaluation “scoring” sheets, with a backtrack to one year.

Respondent 7

This respondent centralizes the intern pool. Even though they have different line-managers, they all know each other and do tasks together. For the line-managers this gives a better understanding of what interns need from each other.

Respondent 8

Thinks it is paramount that interns are coached like anyone else. He feels Philips needs to actively involve people and make them feel wanted by the company.

7 Conclusion

This research revolved around the question: **What factors limit the conversion of interns into employees within Royal Philips?** In this chapter we will answer both this, and the related sub-questions and formulate a practical, executable advise for Royal Philips.

7.1 Answering the main research question

During the research executed in the period February – November 2017 a variety of insights have been gathered throughout a plentitude of departments.

Before answering the main research question, it is deemed useful to firstly answer the hypothesis that have been discussed in the introduction of this research (chapter 3). These hypotheses are:

- 1) Hiring managers do not have the budget for contingent or fixed term employees and use the internship program to fill holes in their workforce planning. Albeit that interns can still have valuable experiences in fulfilling internships in which the main focus is on production, it is to be said that the Philips strategy doesn't allow/encourage this form of "cheap labor" as TA puts it.
- 2) Given the opportunity, hiring-managers are more inclined to fill available budget with more experienced workers, rather than investing in the development of starters (be that former interns).
- 3) Are hiring managers (if, at all) aware of the TA strategy to invest in intern conversions, and if known, how much attention is given to its guidelines.

In conclusion this research shows that some hiring managers do use interns as "cheap labor" whilst disregarding the Philips strategy "Workforce of the Future", meaning they hire interns because they claim to have more workload than they can process and lack either a budget or have reached the maximum headcount, which prevents them from hiring either a contingent or regular employee.

The second sentence of the hypothesis is probably true. There are known instances where, before the start of the internship, both parties agree that the intern will focus 100% of its time on doing projects for Philips. This does not limit itself to teams with low conversions. In fact, in one department which has a conversion rate greater than 60%, there are also interns that do not work on any school related projects.

Therefore, it must be concluded that the "cheap labor" setup on itself does not harm, in all cases, the conversion and/or strategy set out by Philips. There are known instances in which the intern position however, will never flow into a fixed position, in these cases it does harm the conversion likability.

Equally so, we can conclude that aside from the above stated, in teams where students do have a balance between "school" and work projects the overall likability of a conversion is higher.

The second hypothesis is partially true. Some respondents have admitted they would rather hire experienced people over (former) interns or starters in general. Their main concern was that the new employee would need more time and guidance to reach its full potential. It does have to be reported that only a portion of the respondents have uttered these concerns, combined with the sample group which in size is relative to the entire population, it could be that this issue is not widespread.

The third and last hypothesis is not tailored to be answered with either a true or false value. This research however has uncovered that, generally speaking (at least this was true for this sample population), higher grade managers are more successful in converting interns into employees. In this case higher means grade 80+, managers with compensation grade 70 have been less successful in converting interns.

This was noticed by one of the respondents and validated by the researcher. So, to answer this hypothesis, one would say: The compensation grade of the hiring manager seems to influence the success rate of the conversions (in which a higher grade equals a higher conversion). However, it cannot be concluded that grade 70 managers intentionally deviate of these guidelines.

Ultimately, the factors that seemingly influence the conversion rate of interns into employees (both positive and negative) are as follows:

1. *Interns that spend 100% of their time on Philips projects in teams that do not have interns that do work on their thesis, are less likely to be converted into employees.*
2. *The compensation grade of the manager seems to affect the compliance with the HR spearhead ‘‘Workforce of the Future’’. With higher compensation grades translating to higher conversion rates.*
3. *Hiring managers say that their line of sight can limit the odds of placing a successful intern in another team, thus ensuring a conversion. They unanimously say that they do not know where to flag the intern, if not in teams of their direct peers.*
 - a. *None of the respondents return their flagged interns to Talent Acquisition, the main reason being that Talent Acquisition cannot create new vacancies.*

7.2 Answering the sub-research questions

The sub questions are as follows:

1. Does a budget constraint influence the likability of someone being converted?
2. To which extend do hiring-managers utilize interns to fill capacity deficits?
2. To what degree are hiring-managers dedicated to train interns and fuel the talent pipeline?

As can be concluded from the interviews there are two main factors that decide if hiring managers want to commit to an intern. The first being a need for extra manpower. The second being an active attempt to create a talent pipeline for Philips.

Budget retrains, or headcount limiters do factor as a possible reason not to convert interns of sub-quality, as can be seen in the interviews, respondents give a general consensus, that for high-potential candidates a spot can be created, albeit not in their own team. There are teams that utilize interns to fill capacity deficits. However, not in all teams does this lead to unwanted situations, as some respondents are clear about the intern’s goal, but do aim to convert outside of the team after a successful internship. When interns agree and are informed upfront, a conversion can still happen. Hence the answer to the question would be that it is the case, however, it is not damaging the end-goal by definition.

Typically seen, the higher a manager’s salary, the more inclined he/she is to execute the strategy accordingly, as this was a mayor find within the research, there were some higher paid managers who did not execute correctly, but they in turn did not coach the intern themselves. Hence it appears that the combination of self-coaching and paygrade can be indicators of success.

7.3 Translation to conceptual model

Looking at the conceptual model, one could argue that the FTE availability and consequence budget availability on itself do not affect the conversion rate. In this light the model would be wrong.

However, it does turn out that the lack of a budget and FTE have a high predictability of a would-be conversion.

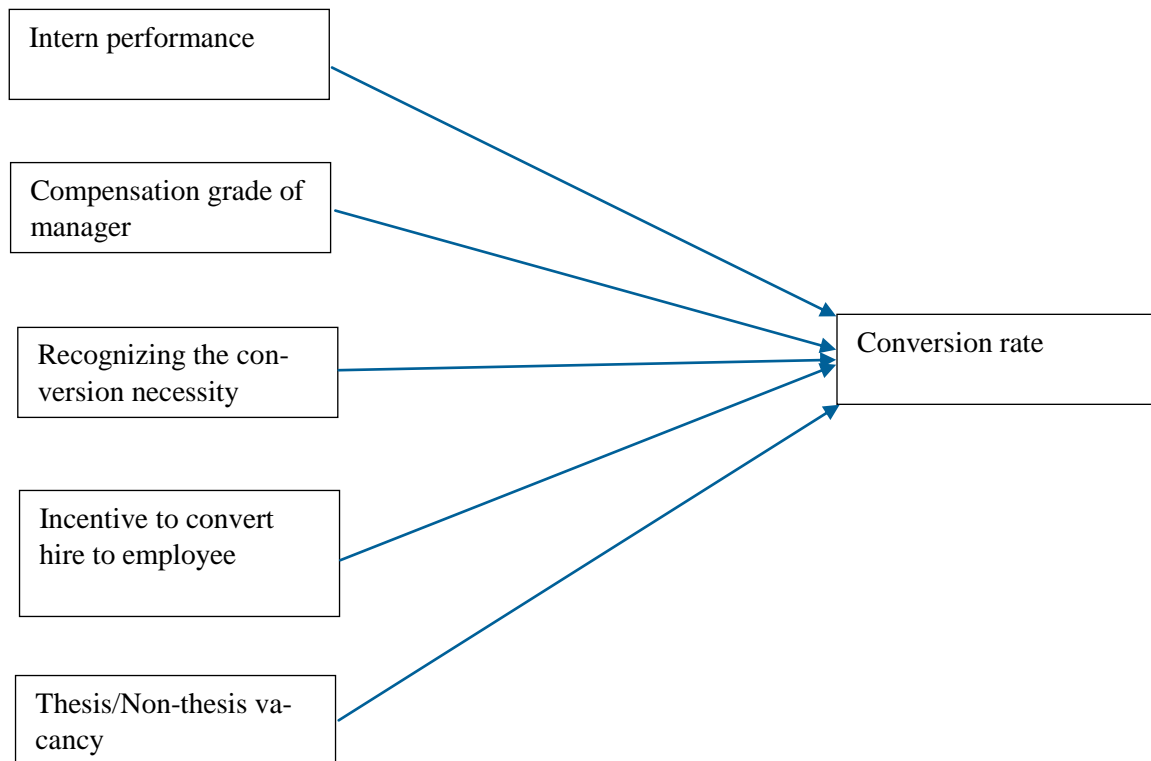
Intern performance has been mentioned by nearly all respondents (as can be seen in the interviews and results section of the research) as an important factor of a would-be conversion. In cases where hiring managers were doubtful of a candidate's qualities but did hire this candidate of an intern, there are no reported cases that this resulted in a successful conversion at the end of the internship. Hence the performance, or a lack of confidence of which, during the recruitment process are very likely predictors of a conversion. Henceforth recruiters can use 'signals of doubt' as red-flags.

Willingness to follow strategy cannot be linked to conversion rate successes, in the cases that there have been higher number of conversion, all respondents affected pursued this with personal motives. The fact that the strategy is in line with these motives cannot be judged as influential to managerial decisions. This box would therefore be removed.

Intern quality, quality of hire is equal to the Intern performance box, hence it would be removed from the model.

In addition, the removed boxes can be replaced with 'Compensation grade of manager' and 'Thesis/Non-thesis vacancies'.

7.3.1 Revised conceptual model



9 Discussion

9.1 Limitations

This research is mostly limited by the scale of the research. Although supported with scientific research on the ‘‘would be ideal’’ situation, the timeframe did not allow more than eight interviews to be conducted. Ideally, the research would be expanded by either interviewing more hiring managers, or interviewing a separate selection of people, such as HR managers, as they can potentially influence the decision-making process.

This timeframe also limited the amount forms of research. Ideally, the research would consist of a survey to map out the types of topics. Now, the topics on which the research focusses are determined by the ‘‘focus group’’ –like approach that we used. In the worst case, this could mean that some topics are left untouched, or that the topics addressed are only felt by a small margin of people.

That being addressed, the odds that this a-select group mentions the same theme, and this theme turns out to only be valid for a portion of the populous are slim to none.

9.2 Validity and reliability

This research commits its validity solely to the purpose for which it was conducted. That being, the Benelux area of Royal Philips. Although the general specifics of the research are in line with international guidelines for qualitative research and parameters could be adjusted to other subjects, the execution of the research and its chosen topics are solely relevant for Philips.

Regardless, there can be other companies that might conclude the same results as this research presents, but it would be highly suggested to select the topics on a more individual level (company scale). Because it was decided not to use surveys and research on the topic is quite slim, there were no available questionnaires/questions that could be applied to this research.

Taken the above into account, this research has a ‘‘moderately high’’ validity for Philips. The biggest limiters in a higher validity would be: scale, and a diversity of its scale within that.

9.3 Suggestions for additional research

If this research would be re-done, or a more in-depth study would be conducted it would be suggested that the interviewer conducts a survey ahead of time to decide on topics, and would interview a mixture of hiring managers, HR managers and Recruiters.

9.4 Comparison between theory and practical results

One of the more practical implications between theory and practice is that the theory does not account for the size of the company in itself. This shows especially when noted that the LMX (Leader-Member Exchange), that is, the views of a coach on the intern, have a high predictability of the change that the intern gets converted into a regular employee at the end of the internship.

At Philips however, coaches are not managers by definition, it is not uncommon that a manager places a vacancy and a delegate coaches the intern. This coach does not have to have “hiring power” by default. In turn this can result that, regardless of the relation between coach and intern, the coach cannot convert the intern if the manager does not comply.

On the other hand, the theory matches the practice when it comes to strategic workforce planning. As knowing if you want to actively, work on a talent pipeline will influence your likability to actively recruit interns with the intent to convert.

Equally so, the research shows a gap between the HR strategy and the commitment of managers to this. Although it has been mentioned in the theory itself that there is a gap between commitment and execution (so the theory and practice align on this front), the lack of awareness appears to be a limiting factor to the conversion chances.

The theory originally included a chapter on intern management with regards to a healthy workforce. However, during the interviews it appeared that this was by no means an influencer, ultimately this chapter has been taken out of the research in order to solidify into a research solely consisting of relevant theory and findings.

9.5 Innovative value

The research on itself does not use new or innovative means of interviewing/searching literature. Mainly because the proven methods have shown their added value. To implement an experimental form of research combined with a topic, on which little is known, would affect the possible validity.

Ultimately, the research does lead to new and interesting theoretical findings, although early to conclude based on solely this research, the relation: predictability – pay grade (of hiring managers) seems to exist. Meaning that higher paid managers are more in tune with strategies (of the company) and are more willing to execute the strategy accordingly, saying that they are more likely to hire for the sake of the company (even if it does not yield results instantly) than lower paid managers, who seemed more pre-occupied with hiring for the day-to-day need.

This was one of the most interesting findings from the research and has proven a revelation for the company, and with it, it is a point that can be acted upon.

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11. Attachments

11.1 Internship questions

1. Do you think Philips is doing enough to convert interns into employees?
2. Over past years, how many interns did you manage to convert?
3. Did you have the initial intent to convert the intern into an employee?
4. Why did you /did, you not have the intent to convert intern.
5. Why did you not have the intent to convert the intern?
6. What was the reasons the intern was not converted?
7. Had the intern performed differently, would you have had the intent to convert the intern?
8. Did you select the intern yourself?
9. Did you personally coach the intern, hired in your team?
10. Did you select the candidate on professional or emotional/personality based criteria, or both?
11. At the end of the internship, did you feel the initial expectations were met?
12. Granted the conversion did not happen, do you feel Philips has done enough to manage the intern into an employee? (Did you leave them to their jobs, just letting the internship take its course, or did you actively try to steer the intern into a future career.)
13. If a senior member leaves your team, how do you fill this gap?
14. What incentive did you have to offer/not offer the intern a conversion offer?
15. Do you think, making the conversion of interns a KPI, would increase the amount of converted interns?
16. How can you create more space for interns/juniors to join your team?

11.2 Interview transcripts

11.2.1 Interview 1

A: Interviewer B: Interviewee

A: So, thank you for her for you know making the time for this meeting to explain a bit. Besides from what is said in the email. We're looking into ways how we can promote the hiring or conversion of interns into full time employees. I don't know if that's something that you're, you know, have given some thought about but on average within Philips we manage to convert 5 percent of our interns into employees.

B: Five percent?

A: Five percent, yeah. The global average, if campus recruitment is part of your strategy. You should be aiming at 62 percent globally.

A: So, we have a long way to go there.

A: Obviously you know this includes companies like Facebook where the chances of being converted is like a hundred percent. But at least for the Benelux area we're trying to aim this more towards 15, 20 percent rather than the 5 percent that we're at right now.

A: So, we're kind of looking into ways and talking to hiring managers. Which is why I'm inviting a couple of hiring managers

who've had an intern through this year just kind of see where you know are possibility's, limitations, you know do you have it if you don't have any spots at all or. Yeah. So that's why I wanted to talk to you. And yeah in itself there's 20 topics that I want to discuss. So, as I said Yeah 30 minutes might be a bit squeezing it so I think it's.

B: I'm losing you. I couldn't really hear what you said in your last sentence

A: You can hear me ok now?

B: Now? yes.

A: OK.

A: Well I'll just make sure to stay in front of the laptop because I know these things like noise cancellation system perhaps I'm moving a bit too far away.

B: Ok, so two questions.

B: Do you know the portion of interns versus management trainees we have?

A: No.

A: I know. I know that for the Benelux I, we have around 800 interns a year. Starting, of which 300 or so come in through a T A and the rest of them are just you know, managers that know someone who can do an internship so there's 800 interns, trainees obviously are a lot less than that.

A: I think somewhere it could be maybe you know maxing out at a 100. But far from...

B: Ye, 5% conversion is out of the 800 or the 300?

A: No so five percent is of the... Yeah. Just of the internships so that's out of the 800 people that we manage to hire for the internships.

B: All of them?

A: Yeah. You say only 300 out of the 800 are coming from TA?

A: Yeah.

B: And is the TA conversion rate higher?

A: No not that we can see. That is why I didn't know if that already happened one day when you put in the requisition. But we now ask at the bottom of the template if you have you know the intention to convert. Given that there's the space. So, TA is now more focusing on that. But on itself though we can say for sure if these success rate with TA is higher than you do you know do that across the board of course.

B: I am asking the question because 500 interns on a yearly base not through TA sounds like a lot to me. And I would probably then, that's also maybe because the lengths of the internships are smaller and that not the same moment in the maturity of the intern, so that's maybe it's a first internship or something. Of course, you want to convert them. It's not the best one here. So that's why I'm asking be then you're going make it different between five and 62% but maybe 30% conversion and 62%.

B: The second question I had to better understand is: Your conversion rate. Well what do you take as a time-frame just the end of the internship or two years after?

A: No. So, generally speaking you would say directly after or within the next say max. one year. Because we're you know it. And that's also that we're trying to reach out right now is everyone who gets an intern now has to they're doing end-term evaluation saying that you know even though it might not be a fit within the team itself we think it's a potential Phillips employee. So, we're trying to maximize the opportunity there and kind of map out who would be potential. That being said we need to look also to a business perspective. But I will come across in the in the questionnaire. But for instance, you could see you know how much has communicated already that there is great like ability that you for instance the business would get KPI's (Key-Performance Indicators) for hiring international was more of a stimulus. So those are things that I was thinking about.

B: Okay. And then the last question and then I'll let you ask the questions. Yes, I going to have an understanding of out of these 800 interns how many were proposed a job because you can't convert if basically they don't want to convert so then you isolate the issue already whether the profile was good and fitting.

A: No actually that is something that we're investigating based on literature studies. If you, because though as you mentioned there is a difference between offering and have any acceptance rate. Generally speaking 80 percent of the offers would confirm or accept the position. How much in total that we're actually offering we hope we don't have. We don't have mapped out.

A: So, we have a lot of work to do.

A: But it also but it also is a good place to have our hiring managers, you know we've actually hired an intern check you know what kind of limitations do they see from a business perspective.

B: Now that so that that's clear I think that also goes back to the point you mentioned on strategy, why do we hire interns? and I have a feeling that might already be the start of an answer why that also goes back to

B: Why we basically don't convert them. Yeah. Also, a difference between marketing interns and, for example (inaudible) intern. Because they're not hired for the same and you don't have the same needs. So, if I take my case and I answer they may get an answer directly your question. So again, when (name) (current intern) started. In that period of time we I my previous intern I hired that was (name), and she is now in the team of Philips for more than six years. But (name), she is not yet in the mode of, will I recruit her? etc. etc. I'm assuming the first discussion point here a gateway do I have a fit or, do I have a gap to fill, and most likely I have to say, probably not, or at least not that the junior level at the moment, because that's filled with management trainees. If you look at the strategy we have at the moment is closer to convert 100 percent in management trainees. Interns are more supportive persons. And then if you really have a talent then you will make room, but that's a lower proportion for sure. Therefore, also conversion rate, I don't want it to be at 60% currently. That's the feeling I have. Again, I'm only saying that from my single point of view.

A: Yeah exactly, well I think I understand what you're trying to say.

B: Where. Why do you hire them, what is the role of the intern? I think at the moment it's more to do operational things, that maybe should be a fulltime FTE. That could be. That's why we have so many interns, 800 sounds like a lot for me. Secondly, probably the pipeline of young talent is, I would say management trainee's is the first one. In marketing teams, I do feel that we have more management trainees than interns and second. Then your best of the best interns you want really to bring them within a weather in a program or it could be a management program, or you want to bring them into a junior function like you seem to at the moment. If you look through a single lens you know this is beauty (the department), that's complex to find landing spots for but if you look at total Philips you can have a lot of... You can generate a lot of good talents and find landing spots for them. So, I would back you on what you've mentioned on saying we need to cross BG's (Business Groups) and categories.

A: You mention a thing I hear you say is that on intern's trainees could potentially push away spots for interns and I understand for some roles yea, for some sectors. That might be an interesting or very true. And then again, we have for the Eindhoven region alone there's 12000 vacancies open so there's just the city that I'm based at which of course as you know is the brain port region so a lot of tech vacancies are out there. What we feel is that by having someone doing an internship for say six months and then not of prolonging on that we potentially lose people which we had for a good trail period.

A: You know what I mean.

B: I do agree. But that also goes back for me to something else. That's when I mentioned at the start that things were retractions So the comments I have made are based on working in a BG. And so, on marketing upstream roles. And therefore, you are short teams you have to look at the putative marketing roles also and 30+ people. So, all spots are limited. If I look back into commercial organization like when I started in France I started as a marketer as an intern and marketer. And I've been hired for following months or something like that.

B: In the team you need more juniority doing different roles it's much more volume to fill. I can imagine that if you go in the industrial part or the development part you will also most likely you require a lot of

potential more younger profile or junior profile and then interns could be the perfect way to scan them but you need to also separate. The businesses that might be a different strategy requirement. And maybe for my KPI as a BG is each year and I'm not sure, I can't talk on behalf of Andrea or the category leader but, I'm not sure. Right KPI would be conversion rate on interns. But in a sales organization, it could be that this is a perfect KPI. That's also part of the "Why do we need interns" and how to embed that in our thinking.

A: Exactly. And the KPI part is something that is being discussed right now as you know not forcing but trying to stimulate businesses to look at interns in a different way. So not to just fill up a capacity gap but take it more as a future talent thing. But it's interesting what you say. For instance, if you have someone. But I think we could best just kick it off with a questionnaire because this point will definitely come across you know.

B: Sorry.

A: Yeah. Well I'm I'm crossing away to questions as we were talking so it's not is not really a harm if we if we go back and forth between it but. Well what I what I also wanted to know is so over past years did you have any interns convert.

B: Yes. As I told you my first intern, so Adrianna was an intern six years ago. And then I only had management trainee's and now (name) is my intern.

B: If I look around on the function we have we did not convert any of the previous interns over the last three years in the business development team.

A: You have the intent to convert her?

B: No.

A: Okay. What and why is that or.

B: So, you could ask the question in two ways. Do you intend to convert her in my current business? No because I don't have a landing spot. But that's really an additional FTE to support the team. So that's basically not answering the root cause but fine. But then would say I push her into a talent pool of interns that could go into any marked function left and right. Most likely not at the time being because I would rank her medium. And I do think we currently have more talented interns that we want to push into job.

A: Have you been coaching yourself this period.

B: Yes.

A: Okay.

A: So, given the recruitment process did you moreover select the candidate on professional or emotional personality based criteria?

B: Unfortunately: on time.

B: And a point of discussion is. And I mean, it's emotional. I mean we have enough TA, enough elements to help us being fact based and one part of the fact-based assessment. It's also the connection with the team which I would say is the emotional part. That's pure fact-based recruitment. The only thing, I if I

would have the choice I would do it in a different way. Just because the initially preferred candidate, was not a registered student anymore.

A: I remember.

B: Then you can pay by yourself. That's a pity. Actually, (name) did the same, she just prolonged her student silence and paid it herself. And everyone is doing it. But I just didn't know so that sounded to me not fair but at the end everyone is doing this so either we always accepted or we don't but they are so.

A: Yeah, we're definitely looking into that cause. There is a difference between saying okay for Phillips you know we want an intern because we don't have budget for a regular employee. So, you know sometimes we say from films we don't want to spend too much cash on it but we do one or the other and allow our interns to just be paying for school you know and doing the internship so it's kind of a world upside down there and we're trying to limit that.

A: But yeah as you say it does happen or it appears to be happening more than we can control.

B: We might also recognize just because of timing. That sometimes the intern starts when they're still students but you imagine now six months a year and an internship you need to prolong your university time. And you know for her this as a benefit for us too. We just want you to accept or reject.

B: But I've learned from that. I'll know what to do next time.

A: Yeah.

A: Well yeah also brings to the discussion I think what is morally right to do when it comes to that payment plan.

B: We can recognize it and by making it transparent we can say we want to reimburse, saying we'll pay for it if we have the benefit of having the person.

A: And you know businesses. Sorry.

B: No, I'm just saying because normally we would take "end schoolyear" interns, so that are doing their last internship. These are the ones that are the most interesting, for the BG and I suppose for Philips because you can convert and grow them into the next level. So, if we realize that we have a benefit in getting them slightly longer at the end of their study that plus you a few months more when they have their diploma and their thesis is done. Than that should also be the moment when you say; Yes, it's a hundred or two hundred euro we should take that on our cost. That would make sense.

A: Exactly, and I feel that you have kind of tipped to this question already but do you feel in the end or as we are going forward now. Are your initial expectations off the candidate met?

B: I'm sorry we had a cut (in connection), my expectations on what?

A: On the performance of your current intern.

A: So, I hear these things you know he's performing mediocre.

A: Is that something you would anticipated?

B: I didn't say mediocre, I said medium.

A: Granted.

B: I said medium, not mediocre.

A: Right, but do you is that. Is that something you had anticipated upon when you started with her.

B: No, I thought she would cover a couple of things differently. And again, this is at a judgment as I play a role. You also have a role as a manager to develop them and grow them.

A: So right but then do you feel you've taken enough or did what's possible to manage her the best way possible?

B: So, I saw him on a personal level she's done a decent job here. Yes, you can always do better. And that was okay. I also feel that I could have benefited from a second round of candidates which I could not manage because of time. So, I had to make choices with my first loops.

A: If you know if you say "Okay" she doesn't perform at the expectation levels where you had at some point right? You mentioned that you have tried and steer that by is there for instance a concrete point where you say okay this is where expectations differ from output?

B: We track that and we track it. In our weekly. For examples speed up execution. Could be one element that you could apply to several projects.

B: And then that's one and then again this is just part of the evolution I need to do with her that's a bit early because she's on 2/3rd of the internship. The root cause is probably in the recruitment I have made myself Where I could have foreseen a few of these pitfalls. Sure. But for the second one could be the follow up together and the work being put together right now third one is it may be also in the quality of the first selection.

B: I don't know. And what is right root cause of this.

A: OK. Are you. Are you familiar with the future workforce strategy that we have at Philips?

B: No not necessarily. No.

A: Ok. So, I am. With that I mean I heard you say, this is where I want it to link on.

A: You don't have a landing spot for (name). And given that you know if someone would drop out from your team you don't have this space at her experience level. Right?

A: Would you say that that is true you don't have a spot for her experience.

B: Again, depends where you go. Do you have any good doctor total picture which is an Adrianna because she's the recruiter? Yes, she is the one in our being the recruiter isn't she.

B: She potentially could find a landing sop at that level. The only question is, maybe you don't have hundreds of landing spots and at the moment we have a combination of interns and trainee's.

B: So, I do think trainees are the ones we draw to the next level, so we will recruit them. So, they will take the landing spots then of course if they have too many landing spots. Then it must be interns taking the jobs. I don't know because I don't see the full picture. On how many empty spots we have on junior level. Adrianna could answer that.

B: I know that at the moment (inaudible) junior positions.

A: OK. And from a strategic workforce planning how are you managing it at people from medio positions moving to seniors. And you have senior flow in to different roles. You know by nature that would create new spots at the bottom or you know for juniors to move into meteors etc. Is that something you try to manage day to day. Or how does that work for you.

B: Yes. And that is another discussion. If I speak specifically of interns.

B: And I mean that's part of the discussions we have before calibration. Once a year when you do the big reviews you can identify talents including the potential and talented interns. And then when you're watching sports you're on, how do you call that again.

B: The ladder and don't have succession as a staff member. I mean we know how it is we don't call it calibration anymore but from the talent assessment meeting or whatever we call that.

B: We know what the different succession planning and then on a daily basis we can flag when we see opportunities when we see someone that would fit into a role you know official moments is when we do the assessment of the talent pool.

A: Granted that you would be more or less forced to open up positions for interns. How would you see that come to pass?

A: So, say from 2018 onwards, you would be. Yeah. And I say more less pressure. Right. Could be that you are receive benefits if you do. But you are forced to open up positions for interns or in any case say okay I want to intern to convert into employees. How would you manage that in your team?

B: You mean open a position?

A: Because now I hear you say OK you know granted there's a position I want to give you more likely. For instance, you give it to a trainee but what if Phillips would say okay we need you to open up, I don't know, two spots a year for interns converging into employees.

A: What do we need to happen to make that a successful thing.

B: Alright, probably I'm not the right one to tell because I don't have the visibility, again at the level I manage, it's a smaller team and then the question would be relevant to Leanna, category leader. For me the question would be more. Is it really what we want to do?

B: And so, a target would not necessarily help me more efficient in getting that done.

B: So, I don't know to answer the question. I'm not I don't mean as I said before don't feel this is necessary though right kip to be pushed in.

B: Just because again you can say conversion rate on you on your, on a specific talent pool, that could be conversion rate of your management trainee which this one would fight to get it as high as possible. If that is what we do we should be at 100, or at least very close.

B: And the second one and should be on your interns. But again, this one for me, at 62 does not sound necessarily what we need. The interesting question that you might ask when you have managers of a broader team. It's also of what would be the consequence. Yeah. What would be the consequence of what resources OK? Well that would be the consequence in the way you are organized. Cause most likely that would mean that you might need to open a new position a real new one that's not about planning anymore. And then you reduce your intern numbers.

B: The question is your intern. Today it is your intern doing a full-time job.

B: That could be basically filled by whatever level of, in terms of grade, worker. So, if I look at (name) she's filling a position that yes probably an assistant with one entry assistant grade would fit into her into a role that a marketing assistant could do that on a daily basis every year because it's always the same kind of pattern when it comes to support.

B: So therefore, if she would ask me: Do I need to convert? My feedback would be, I need an FTE additional.

B: So, it's not a conversion anymore. And am I not allowed an extra FTE? No, I am not, so that's why I have an intern. There's a chicken egg so the root cause lies somewhere else. As you said before the conversion rate will not help you because in the cater of successful helping your issue.

A: Granted Well you say okay after (name) leaves will you go look for a new intern?

B: We will receive the briefing in a couple of days.

A: Sorry.

B: You will receive the briefing in a couple of days.

A: OK. So here. So that will be something that you're planning on?

B: Well how it is another PM in the team that is taking the leading in recruiting the successor of (name).

A: But then it then it comes back to why. Okay granted that (name) would outperform right. Would you then say I wasn't this spot that is now open for an intern? I could mold that into a new position for a fixed employee? If you had it outperforming intern.

B: That's not an about performance on non-performance. Do you want to change our blueprint and the structure of your team? So, then you want to add more human resources FTE's? Yes, no, that's a different discussion. Performance, non-performance is just an issue of sort of this if you have a landing spot. Do you want to create a landing spot or not create one? Not necessarily because you have a good performing one or not.

A: Would you. Would you create one? Or could you?

B: I don't know, I am not the decider here. We need somebody the point is, I need a person full-time. And at the moment the structure is not set up on that. So, and so basically as long as I continue pushing and

trying to influence but I can't I need an extra support and the day I can, I will recruit accordingly. If we have an intern that can fit because its performing, thats'perfect, cause that is what I want to do.

B: Yeah. And again, putting a KPI on number of conversion will not force me to create new FTE in my team.

A: But did you. How many people were hired in the last year set aside from interns?

B: I don't know you need to check with HR. We are in a tricky position because Leanne is the one seeing the things and I'm the one actively recruiting. She's the direct manager in Workday (recruitment program).

A: Is it yeah, I think. Yeah, I think we're pretty much a covered basis here. I want to thank you. Thank you. I don't know if you have any questions for me or anything that's unclear?

B: No questions. I need to join my next call.

A: Thank you (name) for your time.

11.2.2 Interview 2

A: Interviewer B: Interviewee

A: Hi (name).

B: Greetings. How are you?

A: I am so sorry for being tardy late at some network issues and couldn't connect to the WIFI.

B: No problem, the start of every good meeting has IT issues.

A: So, thank you so much for taking the time to have a chat with me.

A: As I said in the invite. Apparently made clear between you and Marysa where it says that we're currently looking into ways that we can try and boost conversion rate of our interns.

A: So, I've heard from Marysa you're already actively working on that so would be good to have a talk with you as well. So, you know some best-case scenarios how things can work out.

B: I'm just curious because we.

B: Recruit quite a lot of students/interns as a talent reading.

B: round and to really recruit the best of the students. And then during their assignment with us we also get them nice challenging environment and full choosing.

B: And we realize that we probably actually hire and land more than 60 percent chance when I mention this to Marissa she was like well that's really the objective of how we see this program. But nobody else is really achieving these numbers.

B: So, let's watch this situation.

B: And see why we are achieving what we are.

B: And if there's anything that we can learn or we can share with others.

A: I think go for this one definitely is going to be your vision that may reflect on the hiring managers as why did not meet these same figures. To give a bit of background on it says he's going to have you seen 60 60 percent cause from a global average If talent acquisition or campus recruitment is part strategy then you should be able to manage. I think the number was sixty-one-point eight percent or something. So yeah, a good 60 percent. However, at Phillips you see it right now and Ali as figures we got last week was that we managed to convert 8 percent. So, you see there is a mass of some ground work to do. TA is now focusing more on trying to up that you know more gradual you always say that we need to I believe we need to manage 15 percent next year 20 percent the year after. So, steps have to be taken there. And that's why it's good to have a talk with hiring managers and people from HR across the board to see what are they doing and how often do conversions not work out.

A: You know and moreover when do they work out well as in your team and you know what the differences there we are trying to get some insight as to specifically why do hiring managers say okay at the beginning of the internship we intend to have a position for this person. And in the end, it doesn't happen. There's numerous reasons, do they lack a budget? Did you not see the importance portions of it? So that's what we're crying trying to see through. Basically, I have 20 some topics prepared that I want to discuss with you and we'll take it from there as I say. You know typically 30 minutes max 45.

Would that be enough time to discuss these topics.

A: Right. So how do you do.

A: Yeah, I'll just ask you questions and take you know some basic questions and I will take it from there. Accordance with your answer.

B: Okay.

A: Right. So, hearing this like over the past year. How many how many interns did you manage to covert. Because I'm interested to hear if you say 60 percent. How about number wise.

B: I believe I have converted five out of six.

B: Basically, I'll show, I'll share my screen with you because I think, I thought about why is our conversion high. I think I show you some proof points as to what we do. And then you can see. So, I'm right now sharing my screen with you which is my current organization and student interns are pink.

A: Yeah.

B: And every time in every official communication with anybody in our bag. they are clearly already earmarked as a talent inflow.

B: Was one day and the second thing is they get presented with names photo's etc. and I also make very clear when they are going to finish.

A: Yes, everyone understands when...

B: ...Everybody has high awareness of who they are and when they going to finish. Then I treat them with equal fairness.

B: I have for example who is who and my team, this is me. Let's take an example of an intern. This is a marketing campaign intern and he has equally the same visibility and this document, this is another intern. They have equally the same visibility when it comes to me presenting my team to all kinds of stakeholders. So not just the org chart but also people already seeing now a summary of their education what they believe and what their key deliverables are etc.

B: So that's one thing. Plus, I make it very visible. And then I think they also get real assignments so they, every pink person has a buddy who is a fit in blue.

A: Yeah.

B: And they get to work on real projects, smaller project but real projects. And they get to do the set up scoping the formal presentation et cetera.

A: Do you always work with the same pre-defined buddy's? Or does a switch around everyone for everyone in the team.

B: No, predefined buddies.

B: So, Interns in this team have one of these people as buddie's interns in this team have one of these people as buddie's interns in this team etc.

B: And then so then it's firstly that there's a book. It's clear that they're marked as talent in flow. But the third area I think we're doing well is they get to work on real assignments with buddies and they're part of the team and they have to do formal presentations. And then I also do it for me as a marketing leader. I also spend coaching time with them not as often with the rest of the team but I also make sure that they have to present to me a formal presentation. I'll show you what that looks like as well. I'll give you another example. So, every intern is requested to prepare an assessment.

B: What they learned, a SWOT-analysis of themselves what their career plan is and how they see their points of improvement. And I commit to every intern who has done well to either trying to get them to

land in Philips or outside of Philips based on how it's gone. So, what we're doing today and this force intends to really think about where they're going and what they have learned so I think this is also a good example what she did. Yeah. What do you learn from that.

A: I think really strong.

A: If you pay attention to these development stages throughout the internship that they're having here. Granted you say I try and land them within Philips do how many do you manage to get in to your own team then. Because there's a limited space there of course and then a number of people you can you can hire are the former interns in the blue ones now.

B: Yes, this is a former intern. And this one as well.

A: And what I'm interested in is what I've heard from other managers so far is that okay sometimes it can be difficult that if I don't have a position in my team I find it difficult to have visible where I could potentially land the interns.

A: How do you make sure that do hiring managers reach out to you or helping you make sure that they land somewhere within four lives.

B: So, let's take her as an example this lady. I have no vacancies and she is due to finish in November. End of November. So, this guy is going to land a position he doesn't fully know it yet because I'm forcing him to interview with this position and I shouldn't feel that it's a done deal. And if he does well in the interview process which is normally about tea. and etc. and he will land his position. So that leaves me with another person who I don't have a vacancy for but she is very good at it. I just don't have a vacancy here. So that's why with her resume and this assessment so the meeting that I had last week I shared with you the summary. I will do two things. I e-mail talent acquisition and try to get them to introduce through my personal recommendation.

B: And in a second what I do is I email my peers in other businesses or countries to say this person is available.

B: Those are the things I do.

A: You reach out to the same person within TA?

A: Or how do you present them with TA?

B: Sometimes I just send it to the head of TA and then I see what happened.

A: And lot of peers of people in marketing. The same roles that you have?

B: Yep.

A: And how many how many people are those. Who are those generally that you try to reach out to.

B: Four or five people I know who are on my level. I'm a senior director. I have key decision power and in and there are other people who I know who have decision power and they're looking for young inflow because we have to be clear that student interns are going to be recruited on grade 50 to 60.

B: And you have to go basically to the top to see these people can have visibility or to land a position.

A: Could you elaborate a bit more on that?

B: Well you have to go specifically to people who have an impact on hiring decisions.

A: So, you mean you have to get the visibility of the people to those hiring managers.

B: Yea.

B: If I send an email with her resume attached, it has a higher likelihood of being opened and read.

A: Yeah. Yeah, I could imagine so I would imagine so. How do you how do you enable those conversations to take part. So, say one of the other men who says I'll you know I might be interested I might have a position for them. Do you then just send them through to them apply.

A: You know the regular way. You link them together?

B: Well and I think it also depends on the personal capabilities of the intern, if he's very shy. I'm my first coach him or her but if I see that they're super rock stars and they're going to manage on their own I let them know straight away.

B: But I also am clear. If I say that there's no appetite on how they can see it I also share that because then they can find new positions outside ahead of time. I don't see it as an asset. I see it as a failure if they don't get a job full stop. Yes, it's nice if they get a job at Phillips but. I really trying to owe it to them if they've done a good job with my team that they find a job in Philips or outside.

A: Yeah. Okay.

A: So, do you feel do you see that every other manager that you discuss with has the same vision at least four or five. Did you always show your profiles with?

B: No, I think I feel much more ownership of young talent that's very clear and quite unique in that aspect because I feel a personal responsibility for everybody in my team irrespective of whether they are interns to or not.

B: But I also see that some managers really see their staff in a different way.

A: I heard you mentioned this a bit earlier but granted on itself you always say I wasn't, because now you know we have a new template and you ask why did you want to help build a pipeline do we have a you know possibly position available. By the end-time and we asked managers to fill that out. Do you always go for a yes there?

A: When I start up a vacancy for an intern I try and also have a landing position at the end. Because now I see for instance to have one vacancy open right now we fight for insurance or even. What do you say okay I have potentially no spot where they could move to be that in my team or another?

B: Sometimes it's just. I can promote them to other businesses, right?

B: So, I'm not always clear especially for one-year long internships whether or not I will have a fit or not.

B: But if they do well. And then I definitely tried to put them on succession plans.

A: Right so how do you how do you actually manage at that time. Making sure they could land in a position, you know, later on.

B: Yes, so basically let's take the example of these two. I already started in August for these two where they could land.

B: So, then we looked okay. One person would potentially land in this new vacancy.

B: This person there is no vacancy because this person, and this person are not moving on.

B: So, I've been coaching her to prepare her resume a prepare what she wants to go and presented her to other colleagues. But we also been very clear and open with her that we will support her in references etc. etc. and that's how we do it.

A: So how long have Francisco and Julie have been in position.

B: They have been. She's now position just for one year.

B: He's been in position for a little bit longer. She's had a recent role change a year and that's why they're not up for a move.

A: OK. I see because I can imagine. TA is planning to.

A: So, you know we we want to go from the 8 percent to 15 percent next year. That might also imply that businesses would have to more actively open opposition for grade 50 or grade 60 people or at least you know. When they take on an intern they can land it somewhere in the company. So, we can up the percentages. Granted, do you think that that will be a viable strategy to, I don't know if forcing is the right word here, but saying okay we wasn't businesses to more actively open up for fifty-six years.

B: Yeah, I mean definitely, I already have a strategy right. So, I. It's a lot of interns on such a small team. I'm trying to have nearly one intern per FTE. At grade 60 or 70 or above. And then I'd do this to prepare them as talent inflow so that these people can get promoted and move on and that these people already know the business and the context. And then in some cases there is no landing position. In most cases there will be.

A: What I want is to look out with you as well is the hiring process itself. As you say I am you know I have two good people there and if you manage to convert a lot of people that also means that you have people that you feel are up for the job.

A: So obviously the whole recruitment process comes into play there as to how you select your intern right? Do you do the selection yourself or what is your all that you partake in the recruitment.

B: I do a three-step process. One is that the buddy is going to be responsible for the day to day contact with the intern. They meet with me in the beginning and we write a recruitment template together.

B: I let them do the full screening interviewing together with for example Hans Ann ink I think this name is, or whoever is assigned. They need to present either one or two or three top candidates to me.

B: and then I meet the last people myself.

B: Sometimes it's two. It's mostly it's three up but then they have already checked and they fit their requirements. There's a good personal click. I offered me at the end to work out whoever best fits the team.

B: Or to reject one of the two candidates. We often do small case studies together to see that they're up for the job.

A: Yeah. Okay. So, because that makes it interesting where you say basically you have more, need I say, emotional qualities are you know see how we match up with the team. And you look at your academic qualifications by doing a small assessment.

B: Yeah all of the interns do an assessment.

But they don't do that in the last phase, they do that in the second phase of the interview process. They all have to do a case study.

A: What would typically consist of that.

B: It depends on which job it is. And if you take the example of somebody who's going to be in market intelligence and then they do it to case two types of case studies. One is they get a completed case study and we asked them to summarize on one page the key take out. Or we give them raw data. If they need to be more analytical we give them raw data market data. We ask them to present graphs in a certain way. And this is a play or a game way of testing which candidates are the best.

B: But what they're also doing these case studies you often see people say emotional maturity whether or not they can ask clarifying questions whether or not there are assertive whether or not they're shy etc.

A: Basically, if you say OK we have to meet up with one of my team first do you. Do you always do. A short alignment with them on what criteria you want to set out or are you just always right.

B: Ye we do that when we write the intake together.

A: Yeah OK.

B: So that I'm in line with and desired qualifications and I can give you an example.

B: The latest one. But then we go through that one and then we find you know.

B: And then when it's ready then we prepare for workday next steps so the second step is they do the hiring and assortment. And step three is the final decision.

A: What I heard you say Catherine is that you feel it as a personal obligation or that to me they the land good position right be that in the company or elsewhere that one they stop that they're going to have a position.

A: So, it's a very personal motivation.

A: To have a position or to have people land a position. How do you feel you could enable other managers to also feel that kind of commitment to the people that they hire?

A: Let me rephrase what makes it for you that you feel so engaged with them that you want them to land a position.

B: Well I think having come to the position that I am in. PHILIPS. It is my responsibility to ensure their future talent is strong and ready. I just feel very strong personal drive that.

B: Because for whatever reason since starting Phillips I am now probably in the top few hundred in the world and therefore it is my obligation to make sure that when I leave the rest of the people are ready.

B: I can do that in two ways. I can do it with my direct team right. But I also do that with my indirect people who are working towards my team and that way.

B: I can make sure that everybody feels this spirit that it is our joint responsibility to groom talent.

B: I think you can see this this is a real example of the intake form which we returned together.

B: We put it always, that we want to first support our business strategy. But our second objective is to grow the Phillips talent pool. But when my team has had this as a role of an intern.

A: How do you feel then we could have other managers also conveyed that same sense of responsibility. Well I mean let me say that you feel so responsible for it.

B: Well I think it's also for me it's not that I'm a mother Teresa.

B: I mean it's I just feel that a part of a manager's time and role and coaching should be dedicated to groom the next generation. I see it as part of our values. So maybe if that's not clear with everybody there

should be some case studies or coaching from HR where it is made clear that the role of a senior manager is to get that organization ready. The second one I think it is about it makes business sense because if you manage to recruit people who already know about your business I assume that the investments in coaching and time and training etc. that I have to make is lower.

B: So, they will be more successful and my business will be more successful. It's not clear to other people.

A: Well now apparently not always the case. I see no discussion with hiring managers that say that I do not feel that the time invested here you know could be worthwhile or given a choice. You know I'd rather go with a trainee or someone who can stay for longer and not spend as much time as projects.

B: So, and then I kind of like it you know I give them difficult scopes of work so it's really challenging for them.

B: They need to use their full brains and they need to work together with my real FTE to make it one plus one equals three. And we love having interns because they're very smart and two.

B: Sometimes they also challenge the older people you know, in the team, to think in new ways.

A: But saying that you're going to go to the intern's complex assignments also means that it requires potentially. And this is an assumption that it will take you more time to have them molded into a position so when they start it will take more time before you get the full benefit of them.

B: That's true.

B: But I hired based on attitude and capability potential and not that immediately can get the job done. No why it's the difference between maybe some hiring managers use interns to delegate. Very basic stuff. I sometimes get the impression but if you turn it round and say if you hire the best of the students and you give them six to 12 months of a real challenging environment there's a win that they might be the top candidates to be talent inflow. And two if they are really good they may challenge your entire organization as to whether the rest of the team is good enough.

A: Rightfully so.

A: I think. I think you have a you may not realize it as such as you say you know I feel that it's a manager responsibility but then you do have a different view on this than some of the people that I've spoken to where that comes from I am not quite sure. Yeah.

B: Yeah. It's my personal comment and I'm not sure where it comes from. To be honest nobody has told me that this is what I need to do.

A: To do so too. To me to take ownership.

B: So yeah. Yeah. Because I've been working in a company for 15 years nobody really took care of me when I was young.

B: But I am a relatively old lady now so if I can take care of the next generation and I can help them to be strong. Plus, there's a business benefit for the company it's really a win-win.

A: I feel sometimes it might be difficult to convey the value-added value of it. You know as opposed to saying here we have a lot of work to do and we don't have enough people to go get all work done.

A: And so, we need. And if possible cheap solutions to help us work you know get through our workload. Sometimes. But I also see where you're seeing you know then when you take the time to invest your money you reap better rewards afterwards.

B: Well let's get it straight. I don't spend hours per week but all the interns I invited to the same weekly team meetings every two weeks. They need to report to me the progress of their assignments. And then I give them whether or not it's as expectation or whether they should do more. Yeah but the majority of the coaching is down by my direct team.

A: Yeah. But do you also give them sufficient time to work on school assignments or you know amounts of these thesis's.

B: Yes. So, we set it up in such a way that they do one day a week totally on a thesis or in some cases they also. We oh that's also a good point. We always preselect a thesis topic which is win as well. So, I ask all the candidates what they would like to do and then their direct buddy thinks about would there be anything in a project which is also strategically important for us. And now we prepare our thesis. These guys bring it to their professors to see whether it's a group. And that way when they're on the job doing the project for us they often get to progress this thesis as well.

A: Exactly. Okay so yeah, I think kind of the line between working on study and working for Philips kind of blurs there.

B: Yes.

B: I want these interns to bring the best to...

A: this might not be of Northing.

A: But...

B: yes, how so. But most times they are here physically four days a week and one day they're just writing stuff for study.

A: OK. You also let them do the from home or.

B: Yeah.

B: I think the key point is I don't see them as cheap labor to do stuff which I don't have resources to do. I use interns to challenge my team on the best of the best.

B: But I also use it to identify who's going to be joining either my team or other departments next year.

A: But I think you know you're fundamentally right there. But given that you know we also have (inaudible). So, you know I need, I don't have budget for full workforce. I need to get stuff done.

A: And we're looking in how we can motivate them more. Why is it that they do not see the same need as you do?

B: Well I think it is strategic. What I've noticed is that when you have organizations who just have too much stuff to get done, they might not make choices on what really needs to be may done.

B: And I've noticed that because my boss is very strong strategically, he encourages all of us to only do what is really necessary and therefore we don't have a lot of stuff which we don't need to do. Or we just say no to those things and then we also don't have a lower experienced people working on all kinds of stuff which doesn't make an impact.

A: But giving you know would it be...

A: A sense of poor management. If you say okay we prefer to drive sales more than we are there to invest in people.

B: Yes. But sales today is you wait a few moments and then you have sales tomorrow so you need to do both of course. But the interns are often seen as enablers for sales tomorrow, not for to today.

B: Me. And me my people are my counter ball and responsible for sale today.

B: And then you can't get work done, then there's something wrong with the choices that we make in our team.

A: I think I think you make very valid points there, Katrin.

B: Yes, it's important enough and it drives results. I'm responsible. They get it done whether or not I have resources or not. Yeah. I see it very clearly this way.

A: Yeah. Well what I meant is, maybe the people then see okay I have a business to run and I need to invest my time and resources there and maybe they don't see the interns as an integral part of you know a future workforce that you're going to need but maybe is not your direct concern.

A: That could be that yeah. I just showcased what I believe and how I treat them. And yeah, I feel very clearly has talented (inaudible).

B: But I also see a strong business case in it. They really get real assignments. Coaching from me. Most day to day coaching for my direct team members. They get to do theses which are a win for them and for us. And then in the end. Yeah. Okay 60 something percent is made it but also 30 something percent hasn't.

B: And that's also fine. Most of my intern failures have been in the first four weeks. So, I had two last year where they nominated it the landing positions. But there have been personal reasons for both of them. One of them her father died and she just couldn't concentrate. So, I let her go because it was not fair to hold her here.

B: And the second one. He said his girlfriend indeed tried to commit suicide so he also couldn't concentrate. So, of both of these two. I said this is not the right time but if you want to reapply I will fast track you through it because of you're already good.

A: Yeah. Not the best timing.

A: Yeah exactly because you don't do it more for the need that you have.

(inaudible)

B: The statistics two of my cases are actually for a reason out of personal respect.

A: So, you admit you could potentially convert even more. Given that everyone... (inaudible)

A: I think it's very it's very good Katrin. And it's been it's been very good to be talking to you about this. But here what you see is a very personal commitment to make this work.

A: It does present a with a challenge to how can we you know also have all these managers feel this personal commitment.

A: But that is something I suppose for our concern.

B: (inaudible) at what level people are allowed to hire interns.

B: That might be a good shortcut. My assumption is that if you get people who are grade 80 or above are allowed to hire interns. They might already be more mature in this thinking that it's our responsibility to secure the next generation of talent.

A: Right. So, you mean if you if we have effectively. Sometimes we see managers manager put in the position of workday because they are allowed to open requisitions. But effectively one of their substitutes is going to be fully in charge of the internship. You know that those people may not feel that need or commitment.

B: Indeed, I think it's important to see that when you open up a position you really should think about what are you doing. Yeah and I don't know if you have to raise that awareness.

A: I think there might be very valuable or at least have those managers also commit to a portion of the internship so they are aware of what's going on there.

A: And not just to click the button and you know approve requisitioning then.

B: maybe it's also good to share some case studies as to

B: What. Where is it a win for them. In my case I clearly already see a win by myself and maybe my fellows. They don't understand that there is a win potential.

B: For me the win is if you have somebody spending six to 12 months of their life in your business they already know a lot about your business.

B: So, when they get a real job. Their start-up time is significantly shorter.

A: Yes so. And it's interesting to see that. And I do know this might.

A: Because for your specific position I think you are maximizing your return right here.

A: But I know from the last HR-call in as well I suppose that it will be a communicated further down the line is that they actually want to say okay we need businesses to open up for starters rate so a great creation of 60 or 50 60 rolls in addition to that they feel right now that it might be a good idea.

A: I'm not saying that this is actually going to be in place or not but to for instance have a HR do the pay out for a first year so you could have great 50 starters for free say for a full year.

A: Do you feel that that may might be the right approach then? Because I think...

B: It might worse because then you may have people who have no commitment at all. Maybe what you can is say that HR can commits to pay for the first year if you manage to land them.

A: Yes (inaudible) A Yeah valid intern that you have right now.

B: Yeah.

B: But if you don't manage to land then you pay yourself

A: But you know that is the case right so if you have an intern and you manage to convert them and then HR would then pay for it for a first year as to take sort of a risk you know.

B: No that I think would be excellent because then people get awareness for why this is important for the future of the work force in Philips.

A: Well I think what we're trying to achieve there is of course you know you're going to have managers is going to jump up and say joshed free people. Which is always good I think? But maybe by doing it and having good people in place they see the added value of it over time. That is, I think what they're trying to create there.

A: And you know as I say it's not clear if it's actually going to be implemented or not but granted this is a possible solution to taking away concerns of managers sometimes seem to have. As to you know with the starter or the intern be good enough for a new position ... set aside ...

B: I think there is something we're doing is going very well. Yeah, I think the key point is I involve my entire team in coaching and decision making this is also an email example from last week.

B: We kind inform everybody what's is the status which they can seize at

B: I want everybody to. This is.

A: I don't see your screen anymore.

B: Okay. Well I share with everybody openly the status of work their acquisitions. Being engaged should be part of a hiring process because you're also recruiting your future colleagues.

A: Yeah. Yeah. But you know that brings it back to you feel so responsible and I think that's really great. But it troubles me to see how we can motivate all those managers to have same views on it. And you know granted the things that said might also be very hold some truth to that. If we make more senior members you know think more strategically be in charge of it. And that also might work you know positive.

A: I think so too. Yeah, I think so. It starts with it grade 80 because then you are starting to become responsible of a big budget, the team for engagement and people and what people might see more and more that Yes it takes more time from you now. But in the future maybe much readier than the average external recruit. So, you pay now with your time. You might get back more in value and quality later.

A: I'm definitely going to check for the correlation between management grade and conversion rates. That is something I feel may be... and you know in a fit across the board shows that 80 and 90 the managers managed to convert more than my you know there might be correlation there.

B: You might be on to something.

B: Now I don't know. I hope I can help you with your thesis and your exploration if you want to come back later at a later stage. If you're free you can always book some time with me.

A: Perfect. Thank you. And thank you so much for taking the time today. Okay.

B: Well good luck with your next steps.

A: Yeah thank you so much. Have a good day.

A: You too. Bye.

11.2.3 Interview 3

A: Interviewer B: Interviewee

A: Yeah, I was just go get you know get on with the questions and I will see how it goes. So, do you think that overall Philips is going enough to convert its interns into employees. From your perspective.

B: Can you repeat the question?

A: Do you think that in general Phillips is doing enough to convert interns into employees.

B: I find it a little bit difficult to answer. A reason that I only.

B: Coached one intern so in that perspective.

B: In the past I have seen several interns. Basically, within marketing. I also work with them doing quite well. They were also hired in the end.

A: So that is in your team as well. Or just another marketing team.

B: No that is not in our team I'm working with in the PMO team (edit: Project Management Office) In marketing we have had similar kind of interns. And I work closely with them. There you see I think a lot of those interns are actually hired.

A: OK.

A: So, the Internet you coach is the one that Bas referred to that went to Madrid.

B: Correct.

A: Okay.

A: So initially I see from where because we send out an email to several of the hiring managers with a few basic questions I don't know if you've seen that email. Basically, the four questions seeing that at the beginning of the internship to have the intention to offer the intern a position after a successful internship.

B.: That we have.

A: Yeah. Exactly. Bas said that you did. And then afterwards did you offer to intern a position with your team nearing the end of the internship or shortly afterwards.

B: No, we did not.

A: Yeah exactly. So, I was I see from Bas's feedback is that there were some doubts if she was the high potential that we're all looking forward to you know with its exact wording. What's your view on that?

B: I agree.

A: Yeah?

A: So, given during the recruitment process when you initially hired there you had different expectations of the candidate. Do you feel there are ways that you could have prevented this?

B: I think so because we both had a quite a good feeling about this person. Especially because we are looking for. Who are looking for a person that was, on one hand technical, on the other side, also a good communicator. And so, from that perspective I think she sure is quite technical. She was busy with her second master and we had the impression that she was well technical even in communication wise the better person over the other interviews we had. So, from that perspective yes, we did not expect that. She was not bad but it was not good enough to really offer her a job.

A: Ok, so granted that she had performed differently.

A: You would have thought intentioned or attempted to convert the candidate?

B: I think so. What also played a role there I think that? We did not have a clear landing spot. And so, we had in our team some people leave our team towards the end of the year. I think we also came to the understanding that once she was in that she was so not experienced that it's also difficult place her directly as a...

B: High potential or talent within our team of product managers. Because we ask quite a lot from product manager. So basically, they need to be. More self-sustaining in our department because.

B: Every product manager is so busy. And basically, you just need to do the job. You basically need some experience for that some working experience I guess to work in a big organization to find your way through the organization. And just be a little bit bold thing you do and things you ask. Just take the ownership. And there I thought that she was a little bit. Maybe too young or immature. To really fill that role. So, we look for her, for different.

B: Placements in different departments. We found one. But in the meantime, she also had an offer from Madrid and she actually picked that one.

A: So how would that process go in looking for different positions for her? You, reaching out to other managers or?

A: For from my perspective do you. Often have positions available for 50 or 60 people.

B: No, most of them...

B: Are 60 or 70. Here most are 70.

A: OK. So, they, how do they typically roll into it. You hire experienced people. You also have some succession planning.

B: Most of our product managers come from different departments. They had, one two three jobs, before. And if there coming from external they have at least 10 years of working experience.

A: Is there, and I don't know if it's possible at all. But do you see the possibility to hire someone less experienced and let him grow into the role is the position not a suitable for it.

B: It is possible after we had (name). I don't know if you know him, but he also came in as a talent a few years back.

B: When he already had some work experience and we were quite fortunate that there was still an elder guy in our department. Where you sit next to and basically the first half a year you just work together on some small things. We have that luxury, not right now. So.

A: OK.

A: So, did you personally coach the intern?

B: Yes.

A: OK. And in the selection process it because you say okay we had a you know kind of view on what kind of characteristics it need to have in you know being mouthy enough. And did you select the interns more or maybe I should refer it.

A: To what degree their emotional.

A: Abilities compared to the professional abilities of the intern.

B: You mean that if the emotional. Could you rephrase again?

A: Yeah. So, say that she has a very impressive resume. She's done a couple of you know of projects etc. Let that be more of. You know the (inaudible) is we had a very good connection with this person that we felt that you know people-skills still he could manage the internship.

B: I think we had...

B: Both. I think we are because we are technical. We don't all we would like to see what we get right. So, I think based on a resume, we also picked her that she was quite experienced in multiple fields. And so, you were looking for a person that is technical but also communication wise. Was fitting the job.

B: Well we also had quite a good connection during the interview. So at least we also saw. Hey, she's connecting quite well. Maybe a little bit insecure. Well. What we can expect from young person is doing in an interview with two guys. So, I think it was matching up quite well.

B: And we were both we thought that most of the interns, the 3-4 we interviewed were all quiet. But were really fitting for the job in our perspective. But in the end, she came out on top. This for the reason that there was a connection. Communication wise.

A: So, do you feel.

A: Because you know somewhere along the way the expectation that you had a different kind of shifted into, to OK maybe this might not be possible to cover it in our team.

A: Granted she had performed differently. Would you say that you have? Because from what I heard from you is there you know you have a lot of experience people in your team so grade 70 folks. I'm kind of looking into how it was ever possible to land her a position.

A: Could you have created a position. I understand those are multiple questions.

B: I think on one had we had the impression that she could land on a different.

B: Spots where people would go out of our team for example (name) left one week back.

B: For a new role in within marketing.

B: OK we also are also happening. Basically, you see that our internal road map, also coming down. So, we also, there were less people in our team. And a combination that we. Think That.

B: We do not have. Do have the moment enough capacity to really guide her in our team. So, we may be expected a little bit too much from it. That she can do it stand-alone with maybe a few months of support/coaching that she could survive. Maybe that is not this person. I think there are two reasons I think on one hand and it's that. We do not need capacity at this moment. On the other hand, if she was really great we will probably be more eager to find her a spot. There with someone. Maybe this is not a person that we're really looking for.

A: So are you now looking for a new intern.

B: Maybe yes because there is our assignment that's what she did is not fully done yet. We have the intention to hire a new one to finish the job but also to take it a little bit further than the initial thinking was.

A: And this is someone or something that most people generally agree on than having someone in your team for six months at a fairly low cost. You know, or close to none is a very good way to see if someone could potentially fit into your team.

A: Is that something that you would also see an intern as a road map to positioning your team because you take of the projects that we have for them wouldn't really be suitable for someone to do as a full time a part time job.

B: I think it can be done as well. What you expect. The person should really basically have a drive and she had a drive, but I think she was a bit lacking the ownership to bring it just to the next level and then be more eager to really bring into a good end. And we had a feeling that we need to guide her too much. And push her to get it done. Maybe it's also you know it was only four months that we had a time to put into this assignment so was also quite in a hurry.

A: So is there a way that you feel that you can more structurally create room for interns.

A: I'm looking into, what do you guys need to work more effectively.

B: I think it would be good to bring it to. I think what you should do is you have to marketing there's always spots for instance.

B: They always have assignments there. And we don't have that and we don't have a structural program where we say okay these things that have can be picked up by interns. We also have clear landing spots. So, if you wanted to. Do it in a better way than it should be it should be clearer where did you land on one hand and have a few assignments ready there.

B: Which are already prepared. As to how to do the assignment. We then check if they're doing well and then you look at what kind of landing spots you have.

B: And then you just let them land in somewhere in our I&D organization.

A: And do you do what do you feel would be needed for you to be able to enable that.

B: I think it needs to be on the management agenda, if that is the way we would like to hire.

A: Well granted I know I know that from a hr. perspective they're looking into ways to for instance match up KPI's with the hiring of young professionals or intern's conversions something along the lines of where you were or what you're thinking of?

B: Why do you want to have a KPI on that?

A: Maybe to persuade people to more actively having it on the agenda for themselves.

B: It should not be a goal on itself, to convert every single intern into a position. It's fully depending on

B; how good they are. If it's a good time you have for your own Jewish.

B: and if it's at the time, needed for the organization.

A: Yeah. Well what I think is that across the board you know it's proved more difficult to find good people. And that there's not necessarily the case for every field. But when we are on one hand giving you know have a bonus of having no other people apply for internships and so we want to do you know develop ourselves wouldn't be confident we can try them out if you will for six months. And in the end, we don't manage to land them into a position that doesn't necessarily have to be your team. It could be another team like you know kind of happened with this one then. Then HR or Philips sees that as an added bonus or is it a great added value when it comes to you know hiring people. Is pushing more and more difficult.

B: I understand, put personally I am against KPI's. I don't think that it's not living up to the professional. A professional does not me to have KPI's to make sure that intention is to hire people once they're in that because you're putting a lot of effort in it. So, it's not the intention to not hire them.

B: So, for me a KPI is not living up to me as a professional doing its job.

A: OK. But I think it's more just.

B: Because you get a way around this. Once you have a KPI. You want to make sure that you score well with the KPI. So, I will hire him nevertheless. But that's not always the best position.

A: Granted I think that you know and it's this is just one of the examples that occur going around. I wonder sometimes if it is.

A: And that's not true for everyone of course and kind of what your saying is true. But is it always clear to the hiring manager the difficulties that we have with recruiting new people. And what drives them to invest heavily in to unexperienced people as opposed to saying, I'd rather take someone on with five years of six years of experience. Not saying that that is the intention of the KPI but still. I could imagine it being you know a way to kind of make it clear to managers that it is of great importance.

B: Yea, I see what you mean, yea.

B: I disagree a little bit of this one to be honest. I clearly do not see a value in this. To put a KPI on that, on the conversion rate. I don't think that it's the best way to go with it.

B: At least not for the manager, maybe for HR it can be a good KPI. Then at least what your intent to do is ask the right questions once you are going to interview new interns. Also make sure that there is a good progress or process in place for the learning organization that.

B: That you just check if there's a good process in place and learning organization. What I wouldn't make it a KPI for the manager because then he has an intention to really to just hire nevertheless

B: So maybe for HR which is doing the interview I think it's a good. Maybe a good KPI for you to make sure that you get the right (inaudible). That on one hand the assignment is clear. And why departments want to or why teams want to hire an intern. There's also clear process once in terms in how he's coached or he or she is coached and developed in a role. And also, if there is already a landing support in place. So, I think it's good that that there is a check on that. But I would not make it a KPI for a manager of a team itself because then I think you're triggering the wrong behavior.

A: So, what do you feel then would be cause. To what extent you feel that HR can ensure that a team has a good plan ready.

B: Just the other way around if there is no landing spot and there is no plan. Then you're not going into a hire situation. You just put it back. Nice that you want to hire an intern. But show me the landing spot. And a plan that was behind it before we are going.

B: To help you and support you with the request. Then you trigger the right discussion.

A: So, do you feel that for management or for a hiring team would then be your right incentive to maybe steer towards or at least being conscious about you know why we have interns.

B: That's not for the say that they're doing an assignment just for example for the work that can be done by a professional.

B: I think it is really you would like to hire the intern because getting experienced people in is really hard. So then maybe it's better to then develop the person itself but just having an intern directly coming from the university. It's the same as with football, you need to have a learning school where they can develop themselves into new roles. And you would only hire an experienced one. If the need is so high that it's not coming out of your own pool. Of newly developed people.

B: Cause most of the time they're really expensive right.

A: Okay. So, you feel that for HR that might be a viable way of...

A: working. But yeah. OK. Set aside that it could in what way do you feel that a hiring manager if. You are saying from an HR perspective if you want to hire an intern. That's alright. But we need you to take care of this this and that. And that's, you know...

B: It's a prerequisite

B: To get support from HR to hire an intern. Otherwise, please do it on your own. Because the chance to fail. It's also quite high then.

A: Yeah. Well yeah. Yeah.

A: Okay. OK. Any other insights or things that you feel could enable hiring teams more to support this behavior or the placement in different teams.

B: No, I think most things are in place. I think maybe.

B: I'll be thinking of the initial threshold is quite high. To get support from the HRR there needs to be a land that needs to be a process or a clear assignment.

B: And it should be clear but you still can do is checking it on the way. you're now. You checking it afterwards. When just after two months or something for example how it is how's it going. And do you need any support? You can do that with the intern as well right, learn from it for next time.

A: So periodic check-up with HR and the hiring manager?

B: Yea.

A: Thank you.

A: So actually, after we've touched bases on our 20, 20 ideas or 20 topics. Is there anything you feel left out or should be added to it?

B: Well what can be helpful.

B: But I don't know if it is a cause for remember some discussions we have that is what I had with Bas about salary that interns can get. They're not always readably, the documents from HR. If that can be. A bit more crisp and clear for the hiring manager what.

B: Just what needs to be done by step approach adjust looking at. And those are pretty clear to starting. To do it. That could be helpful. A starting guide to hire, also the checklist for example, and directly the conditions and fees for the interns.

A: OK. Perfect. Well thank you for your time.

B: You're welcome.

A: And would you know if anything comes up you could reach out to me. And if not then I'll refer back some changes or conclusions back to you at the end. And for the rest of your input would be it will be in an anonymous but I'll reach out back to the HR people and hiring people that helped me out.

B: More than helpful.

A: Perfect, thank you for your time.

B: You're welcome.

11.2.4 Interview 4

A: Interviewer B: Interviewee

A: Okay so let's start it in general right. Do you do you believe that Philips itself is doing enough to convert interns into employees.

B: I think it's enough. If you look at the regions that we are working.

B: Look at EMEA think if you don't have a growing region it's also an issue if you can create enough landing spots. So, if you look at the total amount of FTE in the EMEA region. Yeah, it's shrinking. If you don't know a whole lot of outflow in different parts of your organization it's simply too difficult to create enough positions so that you can have a good candidate they don't you don't have to place or.

A: Yeah within the team that you are in.

B: Yea, or in a neighboring team to say like that.

A: Yeah because you do you check, say you have a promising intern a position in your own team. Do you then know who do you then connect with to see if you can land them somewhere else?

B: You're look at colleges of course but you also put the responsibility with them.

B: To see what is available. If someone is really good. Yeeha of course you go and advertise with people of which you think where she can land. In my case that being HR to HR. But you're only going to have when you have someone which is really exceptional.

A: And do you also connect with TA?

B: No.

A: Any particular reason or are they just not in the scope?

B: The thing is that until now and it's a bit of the thing. I can do that. But I need to have a situation where I have someone that I'm really connived of. And that's until now is not the case. I think I will do it. If I really want to be a strong promoter of someone I would go to all dimensions to see how I can get it working. But if I don't have that feeling, I'll leave it with the person itself.

A: The reason I am why am I asking that is because so far. I believe all the idea of hiring managers have said yeah if I have someone promising I'll look in direct colleagues or other managers that have you know that are leading a team if they can find a spot for this candidate.

A: Yet none of them told me that they want to you know that if they go back to recruitment, which in itself I you know, could be possible as they have an overview of positions. But I could also imagine, as I mentioned you know them not being in the scope. So. Perhaps that is something recruitment can take a look at, at how to be visible.

B: Well the thing is, that I fully trust...

B: that you can do certain things. But just based on open job reds. So, if a candidate sees an open job red and they approach me like Eric you think it's a good position and I can be there. Promote or I can you go to the TA to say you know this person is really talented. Please consider them for the shortlist. But if. if the intern is saying to me: I don't see any open positions within Philips on the internal postings.

B: What is then the additional reason for me to also go to TA, because I know you also can't open any jobs.

A: And with good reason, the only thing you could argue is that you can see jobs coming that I cannot see.

B: But then the HR organization is so small, if I see someone and I think your position could be, for instance as a project manager. I would know that. And I do know that for example I you're an international person that an HR role in the Netherlands is, by default, not an option. Because they have made some statements on that. And then still if I am super convinced that someone is capable of that, then I will have a talk with (name) or someone else.

B: It's so sizable, that I think I know better.

A: So, granted, over the past years. Did you did you have any interns converted.

B: No

A: I did see that you end the initial question that I ask you so that was a four tick boxes. You say you always have the intend to convert the interns. Well we're kind of you have discussed candidates in past times. What do you feel that our reasons were that interns. We're not converted, generally?

B: If I look at my team what you see is that.

B: Two times there were no positions available. And also, not sufficient reasons to really push for it. And in the previous cases before I took over the team. There was a case that there were two conversions. But that was before I was taking over the team. Yeah and there it did happen. And then I recently offered someone a permanent contract from intern to contingent worker of permanent worker with Philips. So that was a conversion. And now really into Philips but quite often we take it in between as a contingent worker contract. Yeah.

A: Okay. Do you always go with the intern selection yourself?

B: Yes. A: OK. So, you're the one taking decision and have the final call in that one, right?

B: Yes.

A: OK. And do you also personally coach them on the job?

B: Yes. A lot of coaching from my end. But. What I have to say. Is that... hold on a second, I can have a focus room, that will be much easier. Now I can talk

more freely.

B: ... So.

B: I do the selection but my role is maybe a bit more special or different. You see that in more places, but people are also working directly for the HRBP's. So, I am overseeing what they are doing but if a HRBP asks them something additionally they don't go via me.

A: So, they can also receive jobs from them. Do you. Those people are not included in the recruitment process, are they?

B: First time with (name) Yes. But with (name) I decided not to. There I said, I know this is the right candidate, and I know that it will fit.

A: So, you didn't connect (with the HRBP there)?

B: No, it's not a standard that I include them but in case of doubt or, I have two candidates that are equally successful. Then I can plan a follow up but I don't want to have that typical Phillips "U need to talk with five persons" kind of job interview. Because they already speak with TA and then with me, and in case I

maybe have some doubts that it could do a third round. But try to limit that. So quite often what I do I have an interview together with one of the interns or with one of the project managers.

A: So even though you were doubtful about the first candidate, you did decide to hire him? Do you. Do you feel that you know be that positive or negative that the expectations are being met?

B: Well you know it's sort of a learning process for my and so I have my doubts.

B: So, we were doubting between two candidates at the same time I want I wanted to have this your intern because I also feel the pressure to have that. And then you take your positive. You think your game maybe I can let them grow etc. etc. And then in the end. And that was also confirmed my view. If you look at the assessment score in that case yet you just see that he is lacking the capacity to be really successful in the kind of work that we are doing.

B: And that's a shame to say but after two three months you actually know. If someone is capable yes or no. Capable enough. And therefore, I am stricter with (name). With (name) it was really a great feeling with him and it's still being confirmed. And also with the new candidates.

B: That's a selection process. We are supercritical.

B: Maybe it's not that great. But I expect to be a talent then we will search longer. So, I think we have been more critical about the interns. I think we raised the standard a bit higher.

A: Yeah, I think specially.

A: I know you said in the email.

A: Now we can make a difference here. We're reflecting on intern conversion I think a good baseline would be having a fair selection of people so having you know about only the best people join a company. That being said...

B: Specially if we know we have so many positions available after an intern. And then you have two groups right...

B: (Name) in my team, she was an intern she delayed her continuation off her studies with a year then worked as a contingent worker for a year. And now is doing a master's degree in Human Resource Studies. So, for her it's really a big benefit to have a working experience when going into the Masters. If she would apply again for a role within Philips. Yeah, I would hire her for sure because she was really good but she wants to do the masters, and for good reasons. With (name) I am expecting the same thing, so he asked if I could extend his internship. Actually, for a year and I said, ok. I'll give you half a year, and if

were still happy afterwards we can convert it into a contingent worker contract. But then he wants to continue with his Master's degree

B: So, there I can't make a conversion even though it's the candidate with the right profile.

A: Yes, so you also kind of limited by whatever they have planned for themselves.

B: Yeah.

A: Obviously. That being said though, and as I mentioned we've been speaking to quite some hiring managers by now. Some of them say well you know we don't have a position in my team and I don't really you know given the opportunity. I'd rather go with someone who has three years of experience than having an intern join my team. They're also hiring managers who know the last one I spoke to who has actually managed to convert. It was 70 percent. But two of them had to leave because (personal information). So, granted that all went well would actually convert 100 percent of the interns. By no means into her own team. What she'd be looking around, kind of what you are doing or what you're saying. You know look you know different landing spots within the organization. Do you feel and it's not necessarily for yourself or perhaps for other managers that you or do you feel they are actively working on creating this pipeline?

B: No, I think it's a bit more ad hoc to be very honest. I think when I get a get someone where I'm really convinced and everyone is convinced that it is a great talent. I think it is possible to create a position with all the difficulties that we have.

B: We always hoped that is happening. But in a good situation if someone is just very good but not exceptional then it is very difficult to close the case. So, it is not a pipeline in that sense. The only thing is that the model of my team is that.

B: I don't expect that people to stay longer than two or three years. It's so they expect that I get openings in that sense within my team. But. Although I converted the contract of (name) into a permanent Philips contract for next openings actually I want to do it even more publicly. So, open up the role, so that everyone can really apply.

B: Maybe with the intern which, or contingent worker, has an advantage because we know what he or she has performed. But I also want to see from the rest of the organization who is interested.

B: So that's my learning from the last process where I take over and we get to writing. Jane, you got to get yourself into a permanent Philips contract. But actually, I should have opened a bit more broadly to provide the Day of Giving it a year. It's an opportunity not so many opportunities for a great 60 kind of profile project manager to get that experience at Treetops a global level.

A: Typically, at what point in time. Do you start with advertising a candidate? If you see, ok, you this for instance the one well me well look the one they have right now cause he decided to do something different of course. Say you have a good candidate. I want to have this guy for Philips. Because he's going to be added by you but you don't have a position open in your team. Bu when do you start looking around.

B: Shah. Difficult. Yeah, I don't know. I don't have a standard for that.

A: OK for instance. The hiring manager just spoke about that which had so let's say nearing 100 percent of conversion she kind of drags the interns into every meeting or every slide show where she presents the team she presents the interns like from day one onwards to create visibility to everyone. I personally thought there was its maybe not you know it doesn't take as much time with your present presenting your team anywhere that it could be a good value idea or any ideas that you have.

A: As to how we can kind of you know have people view one can is that we have. So how can we create visibility. Because yes as you mentioned yet there's not always going to be spots available in your county. So in of working for one or two HP views.

(Discussing personal info about a former candidate we hired, question above left unanswered.)

B: Agreed.

A: Right. So, what I want to round off is what can you have. What do you feel you would need to ensure a better rate? There could be anything from more flexible succession planning more visibility. What do you need.

B: So, I think two things. One is. Sufficient room because if you claim as an organization we want to have more millennial inflow and more campus recruitment then create all sort of positions and make sure that there is sufficient outflow at all parts of the organization. Otherwise you simply get not the flexibility to get good people in as well. So now, I select only these excellent people but I think also with good people with good potential that there's also a group that you don't get in and maybe only for two or three years and then move them on. And two still is high quality candidates.

A: Yeah. Okay.

A: Do you also. Are you aware of the new time line TA is going with? So, what they say is that you need to say and this is going to require a lot of planning. Suppose you. Yeah. You were connected in the mail chain. That is before the thirty first of July. You need to drop your position for a person that you want to start in February and before the end of this month or the 30th of November you need to have your requisition placed for anyone you want to have starting say next year. So, what we're what we're going towards is a much more of a future long-term planning. As to you know be looking at the time that people are actually looking for an internship is not necessarily saying that this is the same for your position. But

people often can just. Be kind of on the fly when they want. When they start hiring. So, we are moving towards a more linear process to align.

B: I could simply submit because the model of my team is that if we get a talented candidate. we always have more work than actually execute. So, you know it fits. I am looking for a balance like having Max two interns on three project managers because also in terms of support and development training and be forced (inaudible) two or three months onboarding process to be finalized. So, for me it's actually absolutely okay. I can imagine for some other people where it's more an intern which is sort of an addition on a project. Yeah there is.

B: It is a big risk.

A: I think we have to be rounding off because you have your next meeting to look forward to. I want to thank you so much for your time.

B: You're welcome!

11.2.5 Interview 5

A; Interviewer B; Interviewee

A: Globally do you think that Philips is doing enough to convert its interns into employees just as a company based.

B: If I look at it. (inaudible) But it's hard to judge for Philips globally. I can only judge for the part that I know. And for domestic appliances I would say no.

A: And could you elaborate on them.

B: What I've experienced is that many times we have quite quality interns. I see two things. One sometimes we get an intern that hold the right profile for work we need at an internship. Sometimes they don't have a profile or very little experience to all the data overall. Sometimes of a manager that because they're actually at least at the positions i have. We would want an intern to have higher CMM commercial marketing management and sometimes they sink out. With the little things sometimes, we're very lucky and we have people that with development within the internship they can polish those skills. sometimes their starting point is strong and wrecking deals. So that's one thing. Sometimes I do things that we have people with the skills and the passion, the motivation but we just don't have the place in the organization to absorb and that is also why I think we don't do all.

A: And over past years. How many interns did you manage to convert into your team?

B: It depends on how Where do you meet the time sponge, you say the last five years. I would say we've had one person that landed from their internship into the team, no actually two. Because now it all came from another team. So, I could say well yeah two. which makes it about only 15 or 20 per cent of the number of interns that we've hired in the team.

A: I do know that you know if you take if you manage to take on an intern that has had their internship in another team that that would also apply as a successful conversion.

B: I mean. Yeah.

A: Daniel had miskicked and has left a meeting. We're waiting for him to return.

A: I was now off line. It appears that connection has dropped.

B: I'm sorry I made my escape. We've been having a lot of problems the last two days, it keeps crashing. Yes sir.

A: Yeah, it's alright

B: So, we we're talking about conversions. So, I think with converting probably 15 to 20 percent of the interns that we have.

A: So, the email that I sent to you've replied that at least for the last internship you did not have the intention to covert the intern at the start of the internship.

B: Correct.

A: And so eventually there was no offer made. I could see your team is (name) the one that you've hired this year?

B: Yeah okay.

A: Just for my own.

B: No, no, no he's not. We took in my team, you see (name)

B: Yeah, she used to be in intern for 'Garment care'.

A: OK.

A; So, do you because it's interesting. Why did you not have the initial intent to covert that intern?

B: Well because if you think about the internships and internships are planned every six months. Yeah. So, in heavy cases you can extent to a year. We don't have several positions opening every six months once a year. We're a team of about 14 people in total, which we have, let me see, 8 CMM positions laid on our rotate every year so it's not every year that we will have one up. Sometimes the years that we have openings. We have the opening for a senior position which is unsuitable for an internship.

A: Well looking at

A: Would you say you have enough contact or knowledge of where you could say you have a good intern and perhaps you don't have a landing spot in our own team. Do you have means to place that person in another team.

B: No, I don't. I don't feel that I have enough there so sometimes it does happen that I ask around. Sometimes what we do is we have reached a network or some marketing that interns in domestic appliances and personal care and coffee. But it's really hard to tell whether anybody asks. Because sometimes asks: Do you guys? I'm looking for such and such profile for a while and then we say yeah. Anybody that fits that description or sometimes brought probably that we will reach out. But I don't feel that that's properly structured.

A: So, looking at the recruitment process then so do you by part select the Internet or do you as a hiring manager place the vacancy?

B: Sure, I place a vacancy. Then I talk to company's recruitment and company's recruitment they send me these templates.

B: A few weeks later they call me and they say. We have such a such candidate We will start arranging the interviews for you.

A: Ok and do you personally coach the interns that are in your team?

B: No not all the time because I got a lot of layers in touch from the lower lot which they to operate. So, I do keep a regular contact, let's say, we talk once every couple of weeks but I'm not that closely involved in the work. I let also my CMM's and senior CMM's be the ones that provide the coaching. So more the day to day and week a week interaction.

A: Do you have both of (name) and Christina do that? Or just one out of two that picks that up?

B: Christina mostly, Christina was also one of interns that we've hired so she used to be an intern. and Christina knows that she's quite (inaudible) and in that sense Christina has a more structure approach which can be more beneficial to interns.

A: In To what degree is Christine a part of a recruitment process? The interviews for say?

B: Yes. So, she helps screen the profiles. She's started to train her more on the, we say she's so excited to train her more and how to conduct the interviews.

A: And when it comes to selecting your candidates.

A: What is the balance between professional or you know academic qualifications and team soft skill qualifications?

B: I don't know that kind of academic qualification. I think that work that we do as commercial managers. Say so many times it's not rocket science. It wasn't something thing that you partially need to learn at university. I'm an engineer myself. So, I'm looking more at skills and I tend to

B: When I interview I tend to screen for three tactics. I screen for leadership, I screen for collaboration and I screen it for analytical skills and the candidates can provide me with sufficient area of experience in history tactics. They lay low that I have a candidate that I feel I can work with. Most of the times. Their industry gracious you clearly see sometimes by the answer that the candidate doesn't have the skills or at least doesn't have the proper example those skills.

B: And those are candidate that I do not select and that appear to have left the internship vacancies open. Because I haven't felt that we have a kind of idea that he's strong.

A: However, for generally speaking do you feel that the quality of the interns so selected at the start equals your expectations at the end?

B: No.

B: No, no, we, we, I see a gap there and I'm sure that the gap has gotten worse the years. If I look at a period of a couple of years ago or even before we had Christine (inaudible) we candidate from that pool.

B: But we continue getting candidates that were unsuitable that they people left for example their English not good enough. So earlier asking for skills but yes people with the English is just not good enough. So, then the older threefold cannot hold if we cannot work with this person. So, I feel honestly that the candidates for the strength that we need to retire is getting worse. And I'm also really surprised because Netherlands is a place that has a very, at least a perception really, that the Netherlands has a really high-level education and values. It's a very strange that it seems that nobody is interested at coming to work for Philips. So, this is also the next struggle.

A: So, looking at time lines do you say OK we have someone that runs for six months and that time, by when do you generally submit to vacancies?

B: We've got three months before the hiring date.

B: Well I wish I could tell you that they were very consistent but we're not. it's also, sometimes, we have been limited to the last minute or we have a problem situation, where the interns did not finish their period and then we were left without an intern for quite some time.

A; Yeah. So, could you say that there is, and this might be some digging you know, in your memory but when you had more suitable candidates because what we believe from a talent acquisition point of view is that say that good candidates that want to start in September have something fixed by June. So, they would be looking in March April May and then have something locked in from September and you need to maybe sort be more room between when we're looking and what we want someone to describe the success.

B; That would be a fantastic suggestion. We don't mind opening the positioning a year of advance if needed. Okay. And then I know I mean we know (inaudible) there for a team roughly of ten people doing commercial jobs. We normally believe that we should have two interns at all times. We know when interns start, we know when their going to end so Yeah. Programming the work, a year in advance, let's say we select the interns that are going to start in September. Is it that difficult to already start looking for the candidate in march?

A; OK. Well it's good to hear that you are open to that. Yeah.

A: So, granted you do. You do not have a position open rate. And as you mentioned you don't really have the overview of where you could potentially place them. Do you then still actively manage the interns or do you say I'm going to enable them to do their thesis. And you know and have them fully committed to this team. Are you still trying to steer towards finding a position within the company elsewhere?

B: I'm not sure why I've done this. I really see my (inaudible) and I tend to do both things. We are of course a priority is making sure that their successful in the tasks that need to do. Because that's the regress to being able to say that their suitable for finding a spot. We do a bit of both things but primarily we work and making sure of their internships are a success.

A: Looking at your team do you manage to because we've touched this earlier on when you see have a senior more senior positions that wouldn't be a fit for the intern too. You know we recruit into that position when to what degree do you try and manage your succession planning or substitute work force planning where you can have your current consumer marketing managers shift towards a more senior position.

A; And you know trying to open up or enable younger people to flow in.

B; This is a very difficult process really. I don't think that's a process that lays functions properly. I give you an example with ten people that already in a roll they normally express their ambitions say hey by the end of the year, starting next year or starting next summer. So now I would like to change all. But most of the times it's very hard to fulfill the (inaudible) the ambitions. And those can reapply with a roll they need. It's almost impossible for us to be able to guarantee the plan. And also, the times we can hire an intern, most of the time. We were lucky that the intern was finishing at the time in which an opening was. It is not a structural thing that we know when people are going to move. We just don't know if people are going to move and we don't know when vacancies arrive.

A: You don't actively manage for say your seniors to move into another role after a couple of years.

B: We have this: the problem is what do we define as active management. What I do is I ask my fellow CMD guys who's going to be looking for a candidate in such time. When I try to match the need with the expectations of my people. But again, it depends whether CMD's know when their people themselves are going to be moving. This is now (inaudible), nobody says an end date in September. And that persons have to have change a roll by September. That's not how it works. We're not set up to work that way. But I'm not against it.

A: What would you feel would need to happen for you to enable more interns to form two jobs be there in your team, or you know in, just within Philippa. How can we preserve talent?

B: Well the first thing is we to strengthen the depart line. We have to start getting stronger candidates, that is for me the first to say okay here's is having a way in which.

B: We hired the person for the internship. Because we know that those are the only moments and interns are perhaps the only people that we hire. We're no longer going to finish. And saying at that moment will hire them for a position comes at the end. Somewhere in HR or in all these finances for such succession plan. And we say we have a place. We know the change if there's going to be an opening. About a month before that time. But a month after that we have room around the end date for an intern. I will not mind and letting an intern go a month before the end. Or a couple weeks before that day is over. You've got to be sure to have someone who has the right skills and ambition can find a spot in the organization. Therefor I would not mind retraining them for a few more weeks. I don't think the interns would mind waiting going home for three to four weeks. Even if they know they're going to come back to a profusion.

A: Granted that HR moving more to a, how can we enable this to, I wouldn't necessarily want to see force but try for instance by means of keep your eyes try and push teams to opening up positions for starters. Do you feel that that would then more enable this way of working?

B: I think so. But the challenge is that yeah. I'm trying to think from the individual that is sitting in the position. So, for a moment that you're the CMM in that roll and you have been there for three years. You are at the end of an assignment or are you expect to be changing and the organization is going to say I'm going to hire an intern. Who will eventually succeed you. But what happens if the CMM doesn't find an aligning spot? That match he or she's ambition. So, it that is, we need to see if we'll change throughout our (inaudible) this is a where we need change to happen and in hiring a full with (inaudible) because one does not set out say well if you don't find a landing spot in our company. I believe that's not even legal. I think that's what gives a change when we see answers we need to have a better but only when roles become available and have people then give people enough to have this discussion to allow them to transition at the right time. Because this is happening and doesn't have to be the grade 60, which is where we would normally be hiring interns. It doesn't happen at the grade 70. I can tell you from experience it doesn't happen at the end 90. So that's a frugality. We need to have this thing function of Kind of a full program or projects that need to start for a manager that needs somebody that is checking if this person started this day Is this person going to stay three years, three and a half, four? when do we have that con-

versation. Who are we supposed to succeed that person and have that in a structure a way that not only of managers people skills which is what we have today but also start to include people skills and timing.

A: So, what do you think you'd need for that to be to happen?

B: (inaudible) when you are in the system in HR. We need a system that's what I'm describing that says is this person in this role should finish his roll by this day. And this is candidate one or candidate two to succeed that person. And those end dates need to be clear. and the fact that people then peruse both to succeed and are able to interact also needs to be clear.

B: it's almost like once a year there should be an evaluation of saying is this person on line on track to finish this assignment by this date, is he or she going to stay closer. Less on time or more on time? Pleasant dialogue learning that below what happens with the plan of succession.

B: Because if not it's going to go anywhere. It's not like a charity school any anymore. We're going to start increasing the number of fate's. to absorb a bunch of interns.

A: Thank you.

A: I think you were ever really gone through my topic this that I wanted to check up with you. Thank you for your input. Suddenly something we can take on to the research and you know see where we're trying where we could fix this problem I think what you're saying about visibility. Overall you know start to finish and I'm just trying to push in terms from the ground up but trying to create a room and to have as well something valuable. So, thank you for your time Daniel.

B: Thank you very much Jurie and good luck.

A: Have a good day.

11.2.6 Interview 6

A: Interviewer B: Interviewee

A: Globally, do you think Philips is doing enough to convert interns into employees.

B: No, I don't think so.

A: How so?

B: Because I hear, often...

B: From teams where they have interns, and I rarely hear that interns get a fixed position. I think if you spent so much time and energy on an intern because it's always used both ways of course I mean business benefits by having an intern, and the intern benefits by having Philips on his resume.

B: That you also put in the time and effort to have someone get to know the Philips ways of working, so if you would have an intern for six months. I think it is very much worth the effort. To see if you can place that intern somewhere within the organization. Not to say that always in your own team. I don't think that is required of but at least that you try. That you try to get them landed somewhere in the organization.

B: Of course, pending performance.

A: So, granted, over the past years how many interns did you manage to convert personally?

B: It depends a bit. Let me check how many I even had, in total. So, the first ones I had, I offered a full-time position.

B: So, she stayed with me in the team, now, she's on a sabbatical. So, she worked for two years, in the team. The other one got a role at NXP, so that was quite a successful batch I would say, then the next one got, during the internship, a role offered at Delta Lloyd, the other one I hired within, or got based in other team in Philips, and after 1,5 years I hired her in my team. Then another one got a job within the UK, not with Philips, then I had a, not so great batch. So, I didn't offer any fulltime positions.

B: So, yea, I had a lot of interns. Looking back.

B: One moved back home. And other one found a job somewhere else. I would say roughly. Two out of 10 found a job. While I think, about 4 had high potential.

A: Okay. Wonderful. You mention batches. That is to say. That's a selection of people that started in the company in the same timeframe?

B: Yes.

A: Yeah.

B: I usually have two to three interns at the same time.

A: OK. We're going to the timelines there, at the good batch to start off with, when they do you open up the positions and start recruitment with them.

B: Well, that's been a long time ago, that was in 2014. So, three years ago.

A: But would you say typically it is at the beginning of the year or just a general timeframe or when you're looking for the intern.

B: No, that's random.

B: I do want students to stay for six months. But I can tell you that to relatively in my view it takes to long to hire.

A: Okay. To just park that for a second. That second batch. Did you also hire on a random time frame or in the same timeframe as the proper batch?

B: What do you mean if I took the same amount of time?

A: No, I mean did you, you say, I have had a pretty good batch. I had one where no conversion or anything came out. Did you try and hire those people in the same timeframe? So, see both in spring or both in summer, is there a relation there?

B: No because I don't, I don't have fixed timeframe.

A: No no I'm not. I'm not saying that that will be but I mean from your recollection, say that the good batch was hired in the summer. Did you recall what was the time frame for the second batch.

B: That would then be about 6 months later.

A: Why am I why I'm asking that it is because from TA we have a we have a vision on when you should be looking for interns you know and perhaps as you kind of say yourself oftentimes at Phillips we can be pretty ad hoc when when it comes to when we want people in place so we could say okay I can see now and I'd like someone to start as soon as possible.

B: I know TA prefers that, but I definately do not agree with that.

A: Ok.

B: Because that's how business works. I can not adjust my request, coming from the business, based on an educational schedule.

A: Ok.

A: Could you see how perhaps during the summer. So typically, if you say okay I mean internships generally start in the beginning of the year so since September and mid-year in February, of course there is people that do international studies that can start throughout the year. But generally, those are two big starting points. That proper interns would start to look in the beginning of the year. So, I would say March April May and then try and lock in a position for September and then go on holiday when it comes to people that start recruitment in July. You know there's just not a lot of people out there looking for an internship anymore. It could you know potentially influence the.

B: I don't think that is the right conclusion. Cause I always have enough applicants.

A: Alright.

B: For my internship I had more then a hundred applicants so, I don't think that's the issue I think sometimes it has more to do with the quality of the applicants.

A: Ok. A: And you know it's interesting to see that you mentioned a couple of people actually now went to for instance NXP or Delta Loyd. At the time did you have any positions within your team yourself?

B: No.

A: Ok.

A: So, granted there was no possible way to try and keep those people within Philips or other teams.

B: And I always say that to them up front.

B: In my team, which I usually know. Unless it is AOP time, or I have a shift in my team. But usually you know and I will tell them upfront whether or not I have the ambition to also look for an addition to the team. Like I said I do think it is important and I also try my best as a manager for them. If They've performed well to get them landed somewhere else in the organization. If possible. You have a lot of options here of course.

A: I hear you say, you try to be upfront about you know whether or not he could potentially land a position later on. Do you always have the initial intent to convert an intern? Or are there times where you say, ok.

B: No, that's what I said, its of course depending on...

B: On a budget. And depending on if I know if I have if I have room in my team yes or no.

A: Right.

B: I wish I could hire everybody, I would like to.

A: I understand. I wonder said it given time. Budget has been a restrain. Would you not have budget to find someone to start as a junior in your position or in the team or did you do manage to hire a more senior person in that time frame.

B: What timeframe are we talking about now?

A: Well as you know sometimes you know you don't have a budget is that not allocated to have the junior staff in your team or did you not hire anyone at all in you know.

B: That depends.

A: Cause what I'm aiming at is at what times you know you have of course there's always a limited budget. By definition I think it's limited. Granted you'd have the possibility to find a slot how eager are you to try and fill that with an intern you have or would you say okay for this role I need someone more experienced.

B: That really depends on the activities.

B: I Mean maybe good to explain a bit on how our team works. Because I am working for group markets, as you probably know was previously headed by Ronald.

B: We have. While it's not a fixed department where you have a fixed assignment because we work with business requests.

B: Of course, there are always things that come back that we can plan for and we know what will be coming up in the year. But given that you are in a sales environment, it can fluctuate. So also, there the demand and capabilities can differ.

B: So, I cannot give you one clear answer.

A: Alright, thank you.

A: Let's move forward a bit. You're always select the interns yourself.

B: Yes.

A: OK. So, do you make use of delegates during the internship or during the interview program.

B: Yes.

A: Yes? Are they always the same delegates?

B: Generally, so.

A: Do you do you personally coach the person interns?

B: No.

B: No, I do have regular conversations with them. But I leave the coaching, the day to day activities. I leave that to someone designated for that.

A: Is that does a person also someone who's been involved with the interview.

B: Yes.

B: Because there needs to be a good match.

A: Yeah. No, I'm here, just checking.

A: You know we will be sorry to see if we have someone speaking to a candidate than Then it goes to another day to day coach not seeing that would also always be wrong you know.

B: Yeah.

A: So, during the internship or during the interview program do you select the candidates also under personal or team based qualifications or do you try to keep it strictly professional qualifications.

A: Of course, you know granted that there was always some sort of a mix but what weighs heavier in your option.

A: Yes. Well yeah, I wouldn't call it Team based emotional. How do you think as a person it would fit within the team?

B: If I take that into account?

A: Yeah. To what degree.

B: Oh, I think that is a really important.

B Because, but thats my personal opinion, everyone with a master's degree has enough intelligence to work here. Ofcourse, generally so.

B: And so, if you're a starter, then I think its not fully feasible to look at a resume that is fully fitting, because we will not find that.

A: I want to reach back to something we said at the beginning of this talk. You mentioned a good batch you know in which nearly everyone got to got a position somewhere and a lesser.

A: Did you realize that during the interviews that you know the candidates that you have now, in the lesser batch, would not be meeting expectations in the end.

B: I didnt, Otherwise I wouldn't hire them.

A: OK. So, at the beginning you had the same conviction that there would be good candidates as you had with the with the good batch.

B: I do have to say, I usually pick really a very strong candidate. So that was a bit unfortunate but also it happens. And you learn from it. But if I dont find the good quality, I don't hire. I'm not hiring just to have an intern.

A: So that brings me to the question.

A: So, at what point did they not meet expectations in the end. Granted you said in the begining, this is a strong candidate.

B: Sure sure.

B: There were personal issues.

A: Okay.

A: That is, they couldn't finish the internship?

B: One didnt finish because he found a job.

B: But now were mentioning two out of so many.

A: So, you say this is a very small margin where it happened.

B: Yes. Luckely yes.

A: Yeah. Well I'm just looking into you know possibilities of where conversions can sometimes you know during the internship differ from the expectations you had had to run at the start process. And mention.

A: Okay do. Do you feel that you know regardless that people have had to stop due to personal issues? Did it perform at a level of expectation?

B: It's a bit of hard question because I wish you both well as expected. Due to, if you experience personal issues.

A: Right, are you familiar with the future workforce strategy that Philips has. In regards to trying to up the conversion of interns.

B: I always get e-mails when I want to hire someone, that I have to meet certain requirements.

A: Do you do you see value added value to that.

B: I do not agree with that I need to be the one who always wants to take in an intern because as I said before I think it is very important that you get it... That you expose the intern to the whole of Philips. I can introduce that person to a lot of people. So, I don't feel it. As that I we always personally need to take care of a conversion in my team.

B: But I can contribute to a conversion in the wider, Philips.

A: OK.

B: But for the rest I fully agree. Yes. Because I do think we need to take this very serious. I also think it also costs a lot of time and it's an investment made so you better make the best of that for both parties.

B: Or, for all parties involved.

A: Granted you feel, so you say, it should not always be on the hiring manager itself.

A: How could we improve the way that we kind of introduce interns to the company as a whole.

B: I'd do more activities. For interns to begin with.

B: But what I think is fully missing today is starter roles.

A: OK.

A: Within team's yea?

B: Yeah, I don't I see a lot of great 50 or 60 vacancies.

A: And for your team personally? Do you manage to structurally create room for them?

B: I don't have 50's in my team. Only have one 60 in my team. So yeah, that is one.

A: But if a senior member of your team would leave, how you fill that gap typically.

B: Yea, I cannot fill a 70 with an intern.

B: It depends on the person, but it takes me a lot of years to get a person up to speed.

A: Yes. Well what I what I mean aiming at is more of a succession planning. Where you try to fill the 70 roles with a 60 and try to create a new role at the bottom.

A: Do you know what I am getting at?

B: I know what you are getting at, but also my 60 is very junior.

A: Typically, how long would it take for a 60 to become readily available for that 70 roles...

A: You know granted there are personal Yeah.

B: Depends on the person of course, but I would say four, five, six years.

A: Okay granted that those five six years do you try and create a spot at the 70 level. By for instance having the one at the 70 positions, you know look for a place within a different team or, how does that succession planning work within your teams really what I am trying to find out.

B; Well of course, I discuss that with my team, what roles do you want to grow into? What are your ambitions? And then we talk about it and see how we can make it happen, be that horizontal or vertical. Thats

all in good consultation. So, when someone tells me they're looking for a new job, then we work on that. And then we try and get the person ready for the next step.

A: Alright.

A: How would you feel about KPI's on slots for your team? Is that something you see feasible within your team.

B: No, I don't think you should because I am bound also on budget and AOP, so then I know from the beginning that I can't fulfill something.

A: So that wouldn't have the motivating effect they'd want it to have.

B: Well it could even work demotivating.

A: OK. But granted they say okay we need you and we need every team to open up to two interns or juniors. And here I am just you know calling out something. Could you make that happen.

B: No because I'm not deciding on AOP.

A: Do you. Is there anything else you feel left out as to how you could create more spots for interns or for conversion of juniors.

B: Like what I said, is to create more 50 and 60 roles, that's important.

B: I think recruiters can play a more proactive role in this because we have a lot of potential with interns. At least I consider almost all my interns with a high potential, otherwise I wouldn't hire and aside from the two that I had mentioned. But for the rest I think I had happy and pleasant.

B: I would not say a surprise because I was expecting that both of us were very happy with the work they had done.

B: And I think recruiters can also look more into, Ok, which intern works where.

B: I always fill out evaluation forms at the end. Don't know if you have access to them, but then you can see that I would recommend almost all of them for position and here in Philips and I don't do that lightly because I think you really need to vouch for a person if I give that advice.

B: But i havent heard back from that.

A: OK.

A: So how do you think we can manage it because it's actually very good that you're filling out the evaluations. That's something we try to you know work on having people actually fill them out. How do you feel that we then as recruiters?

A: How do you see that, connect. Yeah have people more concerned with conversion.

A: How can we take people in ...

B: ... Well for instance if i as a hiring manager would have acces and can see what our promising interns are. I think we can cross-leverage them, specially if they're just starting in their career.

B: You would have a broad orientation, if i look in Amsterdam, I think I could place my interns...

B: Very well at different departments.

A: I think thats a very valid point that your making here, thats something we might be able to implement. So, you say as a hiring manager you will more to see the pool of people that we have and you can maybe pick from that.

B: Exactly and that doesnt have to go, let's say one year back. Not only to current pool all but also. Because. I. Mean. As you go you know better then I do.

B: With internships, some still need to graduate. Or they do the intetrnship at a different time in their degree. So even if i want to hire them immediately, that is not even possible. So, it is also good to have year in between, or that i can look back at all the interns back in 2016.

A: Well actually we've touched 20 topics do you feel anything because I mean your last one to you in you. It is actually a great idea.

A: Do you have any other insights or things that we should take care of or mention in new interviews. I think. What.

B: Time is a difficult aspect right in hiring.

A: So yeah if you meant to begin the time to hire

B: Ye, time a time to hire I know that's not really in your scope but still.

B: I come across that issue at times. For instance, I dont have an intern now, because I know it will take me to much time in Q4 to hire one.

B: While I actually really need one.

A: Noted. If nothing else I'd like to thank you for your time for speaking with me.

B: No problem I think is very good.

B: Very good that you do this. I hope I made clear that I find it's very. Very important that we give a lot of thought to our interns to to see what value they can add.

A: Perfect. Thank you so much.

B: You're welcome.

11.2.7 Interview 7

A: Interviewer A: Interviewee

A: So overall and this could be in your team or globally, how do you feel that Phillips is doing in converting new interns.

B: Well, it's difficult to answer, because I don't have insights in the other departments.

B: I have to say from a university point of view I think we have really an accelerated and improved our conversion rate. So there. I would honestly have to say we are doing a good job.

A: So how did you how many do manage to convert over the last two years.

B: I think since 2015, we've had 11.

A: That is a great score indeed.

A: So, do you always have the initial intend to convert...

A: Interns into employees at the start of the internship?

B: That of course we have in the back of our minds when we are recruiting and I think that was also a steep learning curve for us in terms of, okay so, what kind of profile, attitude, behavior and so what are we looking for. Although, if I look at, where did these 11 individuals land? I mean a half of them are still working in the university team and the other half is just lending across Philips. So, what you see also that by the end of the internship we also really make a dedicated effort in terms of so getting the interns out connecting them to other departments based on these you know on the affinities and just making sure that their network is growing so that they do have a chance to position themselves.

A: So how do you assist your interns in having that visibility in the organization.

B: That's pretty straight forward. When we decide with them, their development plan which each and every intern has with us in terms of what are your targets what are your development plan for the six or 12 months.

B: Or however long they are with us. So, there's a regular review and by the end of that we have. We go more conversation in terms of what are you actually interested in and then based on, is it marketing? Is it

HR, or whatsoever. We start linking up with our own connections in terms of a we have an interesting profile for you guys. Don't you want to have a conversation and then it's. That's also Philips, as a relationship driven company. Yeah. I may not link you up with a person who has a landing spot, but maybe this person knows about another person who has a landing spot.

A: From a numbers perspective how many how many people do you generally reach out to. If you have an interesting candidate you can land within your own team.

B: Maybe a handful?

A: Are you always part of the selection process yourself?

B: No. I have someone in my team who is...

B: The overall mentor, of our interns. On average we have about 6 or 8 interns at all times in the University team.

B: And she is, yea, she is all the time in the selection process.

A: Are you involved in any in any factor there or?

B: Yes. Basically, if we have the luxury problem in terms of what we are now 2 fantastic candidates and really don't know. Then I'm stepping in besides that since of past year and not stepping in any longer because we perfectly aligned on what kind of people we are looking for the university. She is pulling in, so she is part of the PMO team. That is (name). And for example, if we know we have an intern for our learning-innovation team, then of course the other interviewer would be the manager of the learning-innovation team. So, it's always, at minimum, two people that do the interviews.

A: So, the ones that interview will also be the day-to-day coach?

B: No, the day-to-day coach is always the manager your assigned to, and (name) has a broader mentor role in that.

B: So, in terms of, how is it going, let me explain you... How does life look like in the university? What do you need to know? She's also the one who would review you on a monthly basis. Based on the development plan, that the intern has filled out with the manager.

A: Okay so she is really being a coach only on the intern part. Set aside from the manager?

B: Yes, so that is always the operational part. So, what we have done to streamline and to ensure that the operational, so the day to day manager. Is leveraging interns really to do the best intent and not just for work. Where you say like yea I don't want to do this myself, can you please convert excel lists for the next three weeks?

B: So yeah, we have made also briefing documents.

B: What do we expect, what should happen in week, month 1 and 2, 3. Things like that so that is where our interns have worked upon in terms of what is important for an intern. For the onboarding and what we have done before then. What is important for you as the manager to know in terms of, A You'll get an intern. Be aware. There is a strategic intent behind it. That person should learn something. And of course, they will have work, that on a day-to-day basis, is not super exciting. But overall, we are really trying to stimulate this individual.

A: I heard you say you know there was a learning curve in getting the right candidates. So that you can ensure yourself of a good flow of candidates. What are the checkmarks, that you're looking for?

B: To be honest, initially we have.

B: We have put far too much focus on the studies. On whatever other internships they have done. So, it was it was very much content focused.

B: Really, brainy parts focused. And less, what's your attitude, how cooperative is you?

B: Are you willing to work strategically which of course everybody wants. But are you also prepared to do some operational work. How adjustable are you. How well are you in coping?

B: In grey-zones. In all fairness. I think for me it is already more important to see okay. So what kind of other jobs you've done in terms of. What does that tell me in terms of your communication style?

B: And how easy are you to work with. Because we had we had quite some interns on paper and also from their university certificate. They looked fantastic, in the end they didn't even bring it down to the street. So, we either had a, a very. Well, an ongoing conversation in terms of but them. I'm only here to do strategic stuff, and I need to learn.

B: "I have done these things already once. So, I don't want to do it again". But that's just not how it works here. Or we had people that were so much in their theoretical concept, but that's not really how Philips works. You need to be able to work in an environment that is changing quite fast.

A: So, do you. Do you see a linkage between the sort of interns that you have there? Do you see, for instance, a difference between Master and Bachelor students?

B: Oh no. You you'll see of course that, well, it is a bit difficult to standardize, but the master student is likely to be a bit more mature than the bachelor.

B: But not in terms of how hands on they are.

B: The can-do attitude is what we're looking for. No, it's personality driven it doesn't have anything to do with being a master, bachelor or PhD.

A: Ok, moving on from that. Out of the 11, in the cases that the conversion did not happen.

A: What do you feel was mostly going wrong there?

B: I'm thinking most of the cases. It really boils down to the personality factor in all fairness. I mean these are beginners, junior positions, so we can't really say, "You miss content". You can learn anything if you want to. It's not rocket science. What you see in some of the cases, both the intern, and also ourselves. We're not taking enough time.

B: To really sit down and start building these connections so everybody was just focusing on day to day work. And then suddenly the end of the internship was there and surprises you. And then you think, "Oh, shit, we didn't spend any time looking around". And this is now built in far more in terms of an all or a couple of months before. And we want to take that time. And we want to start thinking. Are we generally interested do we say this is somebody that we see going forward in Philips? And, if Yes, where can that person land, and where does he want to land?

A: So, how do you create the time for that?

B: Ha-ha, it is so simple, and it's only a handful of people.

B: It's not that we have, in one week, 50 people. And of course, there are peak months, when you say, in this month I have three interns. But then again, it's three hours. You know that up front, and you plan for it.

A: How many hours do the students spend on school assignments per week?

B: That depends, we also have full-time interns who are stepping out of university for 6 months

B: And we are example working together with Tilburg, those master students, so on paper they work 50-50 for school and for Philips. Now I don't know if it's like that, I can imagine, some weeks its far more on school assignments, and other weeks its far more working for Philips. But 50-50 on paper.

A: So then how do you how do you feel that. Because of course that costs you know time too to manage these interns and guide them to good positions.

A: So how do you then feel about, having interns spend 50% of their time, not working for Philips?

B: Well, what we're trying to do is, for instance with the Tilburg students, have them tailor their thesis topics around something that is interesting for us. So, it's a win-win. We of course also with the hiring managers who, the day-to-day managers you know upfront on and with the take-in whenever they reach out to us in terms of, I need an intern. We have a conversation in terms of is that someone you really need 100 percent. Or are you able to support that individual with her thesis? It's a very transparent process.

A: So, it's a what if you if they say we need someone 100% of the time.

B: That's also fair, if we have manager who doesn't have the time for it, we don't assign them an intern with a thesis. Because then we know upfront, it is not going to work out.

A: Percentage wise how many how many of them are working on school assignments, and how many are not?

B: I think right now we have. Three of them with a thesis and.

B: And we have another three, fully dedicated.

A: Looking back at the start, at the position so how many... How often do you manage to create a landing spot within the university?

B: It's so. Going forward. I hope often because that's our ambition to create more junior landing spots. In the past year we hardly had anything. So, there you see the last interns landed outside of the university.

B: But were now, already working to create some junior landing spots. So, it's a work in progress.

A: It's something you're actively trying to graft here?

B: Yes.

A: OK.

A: And why is it that you say okay we make these spots within university if you can also please them outside of your team.

B: Sorry say again.

A: Why. Why is it that you guys are now looking to create these roles?

B: Because if you if you look at the pyramid. And I look at my employee population and I'm not sure if you have that insight through Workday, but we're rather senior. So that a new way in every conversation that we already had, saying, we need far more graduate positions. And of course, it's that it's the next logical step. And of course, we can hire graduates, but the next logical step is to use or interns. Whom we've seen in action over the last months.

A: Right.

A: But do you feel then. What adjustments do you need to make to have, because if you have a real senior team then you would say that maybe the jobs that they're doing or not you know easily performed by junior people. How do you make sure that you create positions where you can actually land them?

B: I am not sure if you are aware, but...

B: We are having currently a request for advice also running. It's not that we say, this job used to be a 70, let's place a 50 on it, that wouldn't work.

B: But instead it's basically as a university where we are saying hey we want to create 4, 5 landing spots for juniors in addition to what we have right now. So, it's not that we then have 4 70 roles less.

A: Right okay.

A: But you know and I'm going back on one of reasons that I've had with other managers say well you know the team that I'm working in doesn't you know isn't a good place for a start to be because everyone here is like 70 or you know maybe even 80. So, I find it difficult to find spots for people to create in my team.

B: Now I don't believe so. Because, well ok, what do I know about the other departments but...

B: If I'm looking at Philips university, there is plenty of work that can be done by juniors. Where we are now saying hey let's just spell this out. So basically, we had sessions we started to review job descriptions for basically, what should a junior learning specialist really do? So, what do we have we have in mind, what should a junior project manager do? You can always break it down. It's a dedicated effort where you look, how can I groom people. They need to come from somewhere, you can't always hire at 70 or 80.

A: I agree. Okay. And is that something you also do in your workforce planning?

B: Yes. Yeah. True.

A: How would you how would you feel about them.

A: Because, maybe I should rephrase. What do you feel that Phillips could do to have more interns be converted into teams.

B: I am not sure, it's a gut feeling. If we take interns seriously enough. That would be my question, like if we honestly do that, or we...

B: Still feel, "Yea, it's someone just stepping in and out from university, earning a bit of money, and then has gone again." I am not sure if we are, always, as managers...

That this for us, is the perfect trial period to see if somebody fits us. And then invest the time to get the person groomed for the role. But I think too often we are going down the easy route in getting in. So, we want to get in "brains with hands". But I assume it's been the case that we very often yours interns for "hands jobs".

B: And then after twelve months were like: "Oh, ja, oath, there is nothing in my team, tja, helaas". And that is such a missed opportunity.

A: So, summarized, what do you feel you can do to convert this number of people.

B: We centralize the management of interns. So, although they are working with different line managers. It's basically they come together as a pool. So, you might want to compare it to someone else with the management trainee pool so they know each other. You have your own manager but you also work on a cross university project you are in close contact with your (intern) peers. So, they are also the amongst the interns and you learn from each other but you also see what others doing. So, we are continuously basically recruiting because there is always somebody you know is rolling off or moving on or whatever. Then you're also far more. You get a better understanding in terms of what is important and what kind of per-

son we want to have. If you recruit once in a year an intern and you think like "What do I know?". What should this person bring along?

A: Well thank you. Thank you. I want to round it off because I know you have a new meeting right now.

B: Good.

A: I want to thank you so much for the time.

A: And yeah well definitely take forward your opinions and it is much appreciated you take the time for me.

B: Bye Jurie!

11.2.8 Interview 8

A: Interviewer B: Interviewee

A: Okay so I wanted to start off with the more of a general consensus and maybe how were your team. Do you feel that overall Philips is doing enough to cover turns into employees?

B: Now I can't really comment that much on Phillips as a bigger group.

B: But if I look at my own department or your yard or will it be in question I owned apartment later on.

A: You can scope this out as much as you want.

B: Okay because in all fairness the example you gave I also I also don't particularly hire interns for conversion. Into the technical accounting oversight role. I also really use them for extra hands for research, for analysis to be done. Typically, you see that in a technical accounting domain. And these are people that have much more experience in in an audit firm or in and or maybe even within Philips say in a business role. There still isn't a strong technical accounting background so I'm not I'm not really looking at it.

B: It turns out that will convert into the Phillips organization. Sorry in a technical accounting organization.

B: What I do, do though, is that if these interns are very good I try to try to get them hired by other departments of Philips and there we have a handful of examples of good examples of employees that were able to stay with them within Philips. So.

B: I don't think I'd come out to the 60 percent conversion but maybe yeah maybe I should get it out I think I have a handful of examples of interns that it did make it into the Philips organization. Why. Why is it that so again for? In general, I don't know. But what Phillips for technical accounting and oversight, of my own department. It's that we hire for an extra pair of hands rather than really have them hired for technical account.

A: So over. Over the past years how many how many do you think you've managed to land somewhere within Philips?

B: I think something like 4.

A: What kind of roles did they go into?

A: Typically, finance roles, so we have an example of a person well two or three of them that went into FP&A because they typically look for drop-outs, so people that say let's straight from university and it's a prep that they already understand the Philips organization and that they know some people and it gives them a kickstart when they join the FP&A organization.

A: Alright, rookie question; What's the FP&A?

B: That's Financial Planning & Analysis.

A: Alright, thank you.

A: So, you feel that for your own team. Yeah, I did take a look at the positions that I believe you have been right now. Are 80 roles right.

B: Ye, preferably 70 but most of the time you end up with 80 roles because these are people that have quite some experience with an audit firm.

A: Yeah. So, because I actually have a role with (name) from your team. And he's you know looking for two interns in what way do you feel that. Is there any.

A: Ok, I need to see how I am going to phrase this. So, HR has a package plan and you know it's got to be said of this is going to be actually implemented in this form but they want to bump up the recruitment of interns into employees. Right. Obviously not every team has the right spots for it but they want to look at the maximization of how you can create a possibility to have Junior started winning your team possibilities.

A: Or risks are to be covered by for instance. HR will pay for the junior talent first full year so you get free people. All in all, to motivate hiring managers into looking into ways that they can open up spaces for juniors. Do you see any possibility for people to open up that? And I feel the sense as there is that when you start with them and you realize throughout the years that they have quite a lot of capabilities that you might be able to craft a 60 or 50 role for them.

B: Well let's put it this way historically that never happened within my team. So, my first reaction is I don't think that would be helpful to technical accounting and oversight.

A: So, there's no way did you see the possibility of creating that talent pipeline.

B: No. Never say never. But my first reaction is not.

B: But yes, this is this you know I also need to think out of the box so it is definitely an interesting proposal here.

B: But in all fairness our role is quite technical.

B: So, I also see that interns. They also don't always want to stay in my organizing. Because they see it's a nice step stone to understand how a corporate environment works.

B: But then they say first I want you to work with an audit firm or first I want to work with an audit firm to see if I can and couldn't I can start building my career there to start.

B: But it's an interesting thought so. You want to say I don't. I need to get used to the idea. And it's something breaking with the past but it could be possible.

B: But the other thing is you know.

B: We always have one or two interns and they do their job quite well. It's just the day they are cheaper than a 50 or 60. I rather continue with two interns that are quite eager and doing well. And then a 50. OK.

A: So, what though an interesting point because we're looking at barriers you know as to why conversion does not always take place. And we're trying to break down barriers. Well we are we can so you for instance paying for them for a full year.

A: Would you know break down a significant barrier of cost which you know at the end of the day the numbers going out and going to add up. But if you say okay I can have insurance and a significant less cost perform a 50 role.

A: Do you know. Do you see that creating now role for the 50 and having them grow into your team which could be a valid way of creating you know a future inflow of people that you have trained complete you self into?

B: I think that could work.

A: Because then you start off with a 50 which you say okay I have interns that could you know potentially do a 50 roll and you have those people stick around in your team until they grow into a more senior position. Of course, by time I'd very much want to hear from you of course. If you say a grade 80 person has 10 years of experience or 15.

A: Yeah might be quite all well you know all a long way then, but do you see it as a possibility?

B: Yeah, I see that as a possibility and it would be new but we could explore that.

A: So, do you feel at the moment that you never you you'd have issues with trying to find your people for the team.

B: No at the moment not. It is a challenge to find new interns, if that's what you mean but to find people like 70 or 80's.

B: At the moment I'm fine. 2-3 years ago, it was a bit worrisome. But in the end, we always succeed. So, it took it took a little time but I think yes there's still sufficient space to find these people.

A: Yeah I can imagine that you know once the need arises that you know we're going into ways to fill you know the talent pipeline then obviously I think you know all of us have a basic understanding of the news and seen talent is getting more and more scarce over time especially you know with the up flow in economics right now we have to seriously consider how do we futureproof our teams you know from a manager point of view you know us that's why we're having these conversations right now.

A: It's to see how can we open up the way for young talent to flow into the organization and it doesn't have to reach back to what you said before. You know if you don't have a position because you work with mostly seniors That's all right. You know we don't have to have them in your team but at least we want to keep these people within Phillips.

B: Well if they are good and express their interest in Philips, I definitely stick my head out you know reach out toward other departments within the organization to have these people hired sometimes you know sometimes in an intern is simply not so good.

A: Are you are you part in some action in this selection process.

B: Yeah. In general. Okay.

A: And do you also coach them or do you give them a delegate.

B: No, I also coach them.

B: But, these days it's also what a team member that coach. So, it's not only me.

A: So, I know this is a point of discussion I've had with (name) as well not necessarily a discussion. Sounds then, like we disagreed on something but this is something that we have discussed that opening up time. You're saying that you're opening up time for interns to work on their assignments.

A: Can increase the quality of people that you're managing to hire. So, if you say okay well not all the time then students are as good as we would like them to be to be future potentials. I have discussed it with them on and he in turn discuss that with you. From what I understood and you know you didn't feel that there would be sufficient time for the intern to work in an assignment.

B: You mean on a thesis. And that's what we and that's what we discussed you know doing coaching and help them or more stuff that this.

B: We have time for that. But he was the way (name) was presenting it to me. Was that fair. If an intern were on a thesis that they need to work at it let's say on average have a four-day work week and then one day a week they work on their thesis. And I don't really see because I think I told you I'd have a starting point for us is that me. In all fairness also look for an extra pair of hands.

A: Because the thing is and yeah it is for high tech it's very convenient. We actually now have a very active topic to also take into this discussion. Is that where at least from a TA point of view we see that if you say. And I hear what you're saying. Like, we need the extra hands.

A: And on the other hand, if you say okay we want to start thinking towards who we were we are creating and developing young talent.

A: Then obviously we need to open up for that Talent and give them some room to work on the need.

A: On the assignments that they do. Interns by definition are doing an internship to get somewhere you know down a line being graduated. Is it would it also would it not be helpful if she tailored their thesis assignment around a valid topic that you're having your team.

B: Yeah, we all for that and we do that. But let me make one thing clear. When you talk about coaching and train people and work in a corporate environment these are the things that we do. So, it's not that we simply miss use them as an initial pair of hands. We certainly coach them and train them but it's not that we say here we have a handful of topics that you can write your thesis on. But I mean in all fairness.

B: 90 percent of our interns they prefer to extend their internship because they like it so much.

B: In terms of training and in terms of get at the work that they do with an analysis that they do and the environment that they are in.

A: Well what I am getting at is that...

A: You can get a better quality of hire if you.

B: You know I'm not convinced of that you know in all fairness I also.

B: Heard for example if we look at the TA process. I also got feedback from interns that they say it is quite long and that it is sometimes a bit old fashioned right. That they need to write a motivation letter and submit their resumé. And you know of these days especially with millennials and different generations and they're the old guy that I am that they're also simply new ways of hiring interns. And I understand that Philips is sometimes still doing it a bit the old-fashioned way. I'm not an expert of this on this right. This is simply something that I've heard so from the perspective I'm not I'm not immediately convinced that allowing now the possibility of writing a thesis within a no will do the trick.

B: I think it's a combination of that element probably but maybe also some other elements that we also might have to explore.

A: Okay. On average. Do you see though in this selection process? What kind of quality are you for in the interns.

B: They should be good in Excel it should be good in PowerPoint. This should be very of course detailed accurate. These are the main things. And it would be nice if they understand a little bit of accounting. But

of course, we are not looking for accounting experts at that. That's ready to 70 or 80 level but at least have people kind of kind of like accounting let's put it that way.

A: And what kind of people skills that you need to have or how do you going to check if they are going to match your team.

B: Now they need to be willing to learn. In a sense that they should also allow constructive feedback.

B; They take it as a gift right to grow and develop rather than take that as a yes or a threat or something.

B: What I prefer. But it's also something that sometimes I need to grow some self-starting so that they don't wait until they get an assignment. But if they see something we have a bit of philosophy with our team. We say you know it's better to simply start without asking permission all the time it's better to maybe it's better that you sometimes need to too.

B: But at least you tried it. We like it that whole initiative to do so.

A: When it comes to coaching the intern, I heard you mentioned that you know people actually want to extend because they appreciate the way that they were coached in in your team. Could you give me some examples on what that coaching looks like?

A: Or any plans or no planned meetings.

B: Yeah. Well what they when I when I look at myself I always have by with you one on one where we discussed a lot of things like they like to think of things for people were working out but also stuff that they are dealing with on a personal level. But we also we always also discussed you know what's next. What are your plans for after Phillips or within Phillips or after your university or college. What do you want. What are you going to do to try to bridge that gap? Right. Where are you now where you want to be. What do you need from us. Do you need to our network that we can explore Do you want to train...?

B: A job interview. So, I'll have a look at your resume, these kinds of things.

B: We always do constructive feedback. So, if interns out didn't do anything so well that day. Then I coach them, as do the other members of the team. To our show room for improvement and also vice versa right. We always ask. We always ask and I also did that. Do you have any tips for me to really show that we are flat organization and even though if I'm the manager of the department I also want to understand from the interns what I learned from them?

B: Last but not least you now with the team calibration playbook that's what we explored within the team including the interns.

B: We yeah, we specifically ask interns for their contribution. And so, we are flat organization right so that means that we have a team meeting on a very frequent basis and everybody needs to contribute to the agenda now. The team meeting also includes interns. So, when they have a task for example organizing a web-training or quiz. Then interns also need to do a presentation on how to go and how did it go. They need to talk in front of a group and they get feedback. Sometimes we challenge them a little bit so they're there let's say treated as anyone else. So sometimes really need to step out of the comfort zone and do something new. But our catch phrase is that they are amongst family. So, it's better to test it and to try it with us than in an in scary another environment.

A: So, could you. And I don't know if that's like team based or as a person but what kind of things do you. Can you learn from them?

B: In all fairness if I had to ask a question do you have any tips for me. I don't really get that much feedback. Sometimes they are shy, or there is a little bit of cultural difference. But I'm not learning that much to be honest sometimes I learned some. Excel skills while learning some skills that they learned fresh from university. But it's not that I learn a lot and I will say that I learned that much from them.

A: But also, no team feedback or?

B: No.

A: Are they talkers in general?

B: Ye they are.

B: Sometimes they are extroverts, sometimes not, but we try to create an open atmosphere.

B: But I said some, we now have an intern from Greece, who is a bit more open and we have an interim from Vietnam that she sees probably as a cultural difference less open right. Especially when I'm the manager stepping in the room.

B: Yeah, and like I said, you know. Friday afternoon we have drinks with each other and we have quite a laid-back atmosphere. But you see that. Yet if I'm being treated as the boss, it's not my style. That's not my style but that's probably it would work within the Asian environment.

A: I think I very much recognize me saying when I'm talking to people from you know India out of China that they are more submissive towards you then use other.

A: Specially compared to Dutch people.

B: And of course, I you know I know it not in a direct way but also direct and indirect. We explain that that's not the way we operate as a team.

B: But that's not changed within a couple of weeks.

A: Of course, and if they return to Vietnam, do we want them to be savvy right?

B: No but then again. If they want to stay in the Netherlands. You know which sometimes happens, cause in some way it's heaven on earth, here in Holland then we do coach them that we explain hey you know this is how Dutch people work and help people in. So, don't be afraid if these people tell you that you didn't do a good job. That's been mentioned too probably because they want you to improve.

B: So, and you know it's even worse if people don't ask you to work to improve. Then again, we also have um...

B: Well there's a person from China now working with Phillips. Yes, she was very eager. She was very hard.

B: She understood that.

A: Hey, I want to round off with two last questions.

A: How do you advertise the people that are here. Well and performing your team and how do you reach out to people around you to try and find them a place within Philips as happened with those four guys to.

B: I check with my own network. I'm also a member of the MT. So, every. Three weeks or so two weeks we sit together. (Name) is there. Ensuring the HR angle. So., I make sure that my network knows about the availability of a good intern. Of course, I. Deliberately say hey intern's you guys should also reach out. To...

B: The people that you know. Suit's both, kind of three ways right. I explore my network. I asked the intern to export my network and the HR people, or finance and try to help them.

A: And do you have any best practices what make that you felt in those four instances and maybe more later on that you were successful in converting.

B: They had a handful of interns that Seyed. But also, almost 90 percent of people that say I want to extend my internship and people that you did not make it to Philips but then they said you know we like it. We.

B: We want to explore external audit, and they are now with audit firms. In fact, there is one former inter, that is now auditing Philips.

A: I mean when do you feel that you are practically doing to create this time if any is it or is another team saying we want to do with how we can improve our conversion rates or will you give them.

B: Yeah to simply treat them in terms of coaching similar to all your employees. So, have frequent one-on-ones. Explore with them what their next steps are and really coach them on an individual basis with the things that they mentioned. Right. Do the constructive feedback. Yeah what they need to improve. And indeed, this self-startling thing that we. Yeah, we make dot connector we make people that are not sitting waiting maybe as many as a as a plain intern in the first week to simply wait until someone asked her a question. But we say you know we want you to be proactive in a pleasant way and that is said that's what I see happening and that's what makes me proud if I see that that entrepreneurship and indeed that they that they sometimes ask forgiveness when something went wrong rather than ask permission to do something to cause that's what we like it.

A: Wonderful, so that was the end of my questionnaire, looks like we've matched it on time.

A: All I have to do is thank you so much for your time and being present here.

A: Appreciate it. Have a good, Have a good last bit of today.

B: Bye bye.

11.3 Coding tree

1. Intern maturity
2. Management trainee's
3. Motive (Why do we have interns?)
4. Landing spots
5. Quality of hire
6. Budget
7. Time of entry (interns joining when they still have 1(+) years to go in school)
8. Managing (role of manager)
9. Team size (using interns to work around headcount)(too few FTE force recruitment of interns without perspective)
10. Earmarking interns (as part of your team)
11. Real assignments
12. Managerial commitment (Committing to convert in Philips, even with no spots)
13. Grade level (of managers)
14. Only reaching out to people with hiring power
15. Clear expectations for interns (so they can find other roles in a timely fashion)
16. Managers managing managers to only focus on the things that need to happen.
17. Manager mentality
18. Having interns reflect on their possibilities (SWOT)
19. Helping interns be visible (manager sends resume, not candidate)

Consolidated:

1. Landing spots
2. Expected quality of interns
3. Budget
4. Strategic planning
5. Acknowledging potential
6. Manager mindset
7. Strategical dedication
8. Visibility of talent pool