REPORT

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Internship in the year of Covid-19: what has changed in internship dynamics?

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Abstract

The purpose of this research is to understand the changes in internship dynamics of MBA students in 2020 who undertook virtual full-time internships as compared to previous years when interns were required to be present physically. Sample was collected from two set of interns; one set interns were working through virtual internship and the second set were working on traditional model of on- site internship. For data collection, structured questionnaire was used. Data was collected on various parameters of internship processes and experience. The result from the current findings suggests that the experience of both set of interns differ significantly. This paper will essentially evaluate whether virtual full-time internships have been able to contribute, create & shape internship experience effectively for interns & understand which dimensions such as learning, productivity, communication, etc have seen changes due to the nature of work being changed. Research material in this area is limited, mainly due to students experiencing a remote working style in their internships for the first time which is why this research will be quite valuable for various stakeholders.

Keywords

Internship, MBA, Dimensions, Experience, Stakeholders

Imprint

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1 Introduction

This report has thrown light on the impact of COVID 19 on the changes in the work culture taking into consideration its impact on the organisations. Recently, Organisations have been implementing a 100% work from home policy for all employees including interns due to the COVID-19 pandemic [1]. The biggest influence of this has been the change in dynamics between the manager & interns. In terms of workplace culture, there has been a shift towards virtual platforms for both work-related and social interactions which has led to change in the engagement strategies for employees in various organisations with the aim of keeping employees motivated and improving productivity. The study aims to understand the effects the COVID-19 pandemic has had on the internship dynamics especially due to all interns being required to work remotely/ virtually from their homes itself. Organisations need to modify/ change their management styles in order to still be relevant as well as effective in the currently evolving new normal [2].

The impact of the change in workplace culture has been the greatest on interns wherein they had to come out with innovative ideas to undertake their project related tasks efficiently. They have had adapt to the new working style and decide how best to make an impact through a project that is feasible & can add value for the Organisation as well. The dynamics specially the interactions with company representatives and interactions with peers & the supervisor / manager have undergone a major change and these need to be looked at closely to better understand & define performance metrics for interns in the future who may also be working remotely during the course of their internship [3].

The foremost elements of this study are the MBA students who have to compulsorily undertake internships as a part of the MBA program. A survey was conducted where the sample were the students from the MBA batches of 2021, 2020, 2019 and 2018 and the changes that have happened for the Batch of 2021 during the course of their internship in terms of various internship dynamics were analysed [4].

2 Literature review

We can glean the importance & impact of this study by looking at already published research on internship dynamics. According to (D'abate et al., 2017), internships have basically become widely-used tools to enable students undertake a learning experience

and help them to bridge the divide between learning in classrooms and practices in different organisations. This study has analysed the various characteristics of a job such as feedback & significance & the attributes of organization's environment such as learning, support, etc to find the best metrics to predict satisfaction in an internship. There have been very few studies done to investigate the causes of effectiveness of internships even when the popularity of internships has been rising so much [5]. (Narayanan et al., 2017) has taken into account the pre-existing research in this field & combined these findings with insights from different stakeholders- the students, their university & the organisations they interned at. Based on the conceptual model & empirical findings, the study suggests recommendations for each stakeholder to identify the determinants of internship effectiveness & enhance effectiveness.

The goal of the study through (Hoyle & Deschaine, 2016) was essentially to explore the similarities and the variations present for internships across different programs. This study does a deep dive using an interdisciplinary perspective. Internships mainly exist to provide opportunities to students to understand the real-world expectations – i.e., the expectations by businesses and understand the gap between expectations & learning at the universities. Although there are various common reasons for students across different fields to take up internships, the requirements for these experiences vary substantially across disciplines [6].The focus of (Callanan & Benzing, 2004) was to assess the connection between completion of an internship before graduation and being employed later on in a similar career-oriented job post-graduation. It was found that completion of an internship is indeed linked to finding a similar career-oriented employment, but was unrelated to an increased confidence for personal fit in the specific position.

The end goal of (Jeske & Linehan, 2020) is to understand the mentoring experiences of interns working remotely for different companies. It found that for e-interns, mentoring had indeed resulted in an increase the perceived skill development mainly in terms of soft skills and strategic thinking. Understanding how internship value is manifested in context of a business school is the goal of (Bhattacharya & Neelam, 2018). The internship experience was examined in terms of experiential learning of employability. The authors find that at various stages of internship program quality of mentor – intern exchanges and task characteristics determine intern's performance. (Jeske & Axtell, 2014) discusses the origin & rise of a new category of internship which is basically the virtual or e-internship & understand the challenges it poses for interns, their supervisors- i.e., managers & the organizations. The study also points out the influence of previous internships & prior knowledge on interest in e-internships [7].

We need to understand the impact of internships on the employability prospects of young business graduates. (Kapareliotis, Voutsina, & Patsiotis, 2019) basically sought to understand the work readiness of students post their internships. These findings indicate that students were able to understand their employers expectations better and are able to better apply various professional, theoretical and practical abilities which are required by employers. According to (Gault, Leach, & Duey, 2010) there is a positive connection between internships undertaken by students & their employment marketability. They sought to find if employers value internships as a metric for employment & even as a metric which helps in deciding salaries [8]. The findings indicated that there are higher employability prospects for students who undertook internships and that the interns who perform well received higher packages as well. There are different learning outcomes for different modes of internships which are traditional remote internships & internships which require the interns physical presence on the basis of the benefits & limitations of each type. The results, according to (Bayerlein & Jeske, 2018) indicated that remote internships are in fact able to have a majority of the benefits of a traditional internship while simultaneously solving many of its limitations as well.

According to (Hurst et. al., 2012) there are certain variables that influence the conversion intention of interns post the internship programme. The findings in the study indicated that employers actually can build a base to increase retention for interns by satisfying both explicit & implicit obligations & provide support, guidance as well as continuous feedback [9]. (Rothman & Sisman, 2016) seeks to understand the influence & impact of the internship experience of student in terms of choosing a career the same field as the one they did their internships in. The findings in the study indicated that a majority of the interns accepted that they had a higher perceived career fit in terms of job function in the industry they worked in as an intern.

There is a need to evaluate the gap between the perceived expectations from the internship as compared to its actual experience by using the expectation confirmation theory. (Neelam et al., 2019) The aim was to evaluate the perceived internship experience through the expectation confirmation theory. The study revealed that there is positive expectation disconfirmation with there being a significant impact of supervisor-intern exchange on perceived internship value. The utility of existing technologies to enable students (interns) to gain international work experience through virtual internships can be analysed [10].

3 Materials and methods

3.1 Objective

The goal was to understand the internship dynamics for MBA students especially with respect to interactions with the Organisation, with peers, other employees and also the manager-mentee dynamics. The goal was to understand how these have changed in 2020 due to the virtual/ remote mode of working being implemented for the first time as a result of the COVID-19 pandemic spreading across the whole world as compared to the internship dynamics of the previous few batches of MBA students [11].

3.2 Sampling

The sample for this study was MBA student from the batches of 2021, 2020, 2019 & 2018. The total sample size for this study is 271.The samples were essentially divided into two groups which were basically the first sample which was students from the Batch of 2021 who had a virtual internship this year who were compared to the MBA students from the previous Batches which were the Batches of 2020, 2019 and 2018 which were students who were able to be physically present for their internship.

We can say that the main aspect being analysed through this paper is the internship experience of MBA students in terms of their learning experience during the course of the internship, their experience of the culture & working style of employees in the Organisation, their learning & interaction with their managers as compared to the dynamics which existed for the previous few batches of MBA students [12].

3.3 Survey

A survey of the 271 MBA students was taken to understand their insights on a variety internship dynamic ranging from their interactions with their managers, Organisation representatives to the learning curve during the course of their internships with the Organisation. Out of the total 271 MBA students surveyed, 4 were from the Batch of 2018, 33 were from the Batch of 2019, 98 were from the Batch of 2020 and 136 were from the Batch of 2021. The 135 students from the Batches of 2018, 2019 and 2020 were grouped under the Pre-COVID Scenario category and the 136 students from the Batch of 2021 were grouped under the Post-COVID Scenario.

The changes in internship dynamics were measured on the basis on various metrics such as mentor-mentee dynamics, skill-based learning & perceived internship experience. Leader Member Exchange is a theory that talks about the different relationship's leaders form with different groups of subordinates [13].

4 Analyses

In this study the LMX theory has been used to understand the changes in the dynamics between the intern and the manager in terms of professional abilities, domain knowledge and mutual respect and how these dimensions have changed due to the workplace becoming a virtual construct. The Cronbach's Alpha for the set of data which has 16 items is 0.857 which means that the data set is reliable.

The number of interactions with the company pre-joining has remained the same more or less with a few interns who had 4 interactions reporting an increase. The number of interns who had more than 4 interactions has reduced by almost 30 % from 24 to 16. The table below looks at if the interns were given their internship topic prior to beginning the internship. This can be immensely beneficial as interns can start doing their groundwork quite some time before Day 0 of the internship and can create additional value through their project. In terms of internship topics, there has been a very minute decrease in the number of interns who were informed about their internship topic early on. This can be attributed to the COVID-19 Pandemic as organisations had to modify internship programs and the projects to fit remote working environments. We can clearly see the number of interns who were allocated mentors/ buddies for the course of their internship have increased to about 110 now from 101 in the pre-COVID scenario.

The following datasets are based on two important metrics for a virtual internship, i.e., the average inter-

action time for an intern with their Buddy/ Mentor & Manager for the duration of their internship. This aspect defines the level of engagement for an intern in terms of the experience, learning & professional skill/ network building experienced by an intern, especially an intern who is working virtually for the complete duration of the internship [14]. Table 1 & Table 2 represent Average Interaction Time with Buddy & Average Interaction Time with Manager.

In case the intern has received communication from the Organisation about who their manager is going to be prior to beginning of the internship itself, they can communicate and start working on building a professional relationship early on which can help in the later stages of the project as well. The number of interns who were allocated & informed who their managers were early on has also increase by 28% in the post-COVID scenario.

The number of reporting managers can also add on to the difficulty of the project at hand for the intern as it can complicate their work especially while working remotely and may even cause some delays in the output. The number of interns who had 2 managers has decreased from 50 to 30 by almost 45% in the post-COVID scenario as compared to the pre-COVID scenario. However there has been an increase of 60% from 6 to 10 in terms of the number of interns who had to report to more than 2 managers.

Some aspects that we need to look at are the changes in mode & duration of the internships being offered in the Pre-COVID and Post-COVID scenario. Almost 99% of the internships were virtual in nature in the Post-COVID scenario as compared to the 48 remote internships in the pre-COVID scenario. Also, 82% of the internships in the post-COVID scenario and 91 % of the internships in the pre-COVID scenario were for duration of 8 weeks. Out of the rest, the majority with 12- and 6-weeks internships with about 2% of internships being for 4 weeks in both scenarios [15]

The Leader- Member Exchange (LMX) Theory (Liden & Maslyn, 1998) which helps understand the dynamics has been used to gain a deeper insight into the internship experience of MBA students especially in terms of the mentor-mentee i.e., the supervisor-intern dynamics. The scale was from 1 which is completely disagreeing to 5 which is completely agree is shown in Table 3.

Table 1

Average interaction time with buddy

Timeline	Average Interaction Time with Buddy					
	0 (No Interaction)	Upto 10 Minutes	10-15 Minutes	15-30 Minutes	More than 30 Minutes	Grand Total
Post-COVID	10	30	34	34	28	136
Pre-COVID	18	27	50	34	6	135
Grand Total	28	57	84	68	34	271

Table 2

Average interaction time with manager

Timeline	Average Interaction Time with Manager				
	0-10 Minutes	10-15 Minutes	15-30 Minutes	More than 30 Minutes	Grand Total
Post-COVID	18	24	60	34	136
Pre-COVID	27	44	45	19	135
Grand Total	45	68	105	53	271

Table 3

Post hoc analysis (LMX Theory)

Multiple Comparisons				
Bonferroni				
Dependent Variable	(I) Batch (MBA)	(J) Batch (MBA)	Mean Difference (I-J)	Sig.
[I like my mentor very much as a person]	2018	2019	-0.167	1
		2020	0.143	1
		2021	-0.559	1

Multiple Comparisons				
Bonferroni				
Dependent Variable	(I) Batch (MBA)	(J) Batch (MBA)	Mean Difference (I-J)	Sig.
	2019	2018	0.167	1
		2020	0.31	0.937
		2021	-0.392	0.377
	2020	2018	-0.143	1
		2019	-0.31	0.937
		2021	-.702*	0
	2021	2018	0.559	1
		2019	0.392	0.377
		2020	.702*	0
[My mentor is the kind of person one would like to have as a friend.]	2018	2019	-0.106	1
		2020	0.48	1
		2021	-0.338	1
	2019	2018	0.106	1
		2020	.586*	0.05
		2021	-0.232	1
	2020	2018	-0.48	1
		2019	-.586*	0.05
		2021	-.818*	0
	2021	2018	0.338	1
		2019	0.232	1
		2020	.818*	0
[My mentor is a lot of fun to work with]	2018	2019	-0.061	1
		2020	-0.153	1
		2021	-0.559	1
	2019	2018	0.061	1
		2020	-0.092	1
		2021	-0.498	0.137
	2020	2018	0.153	1
		2019	0.092	1
		2021	-.406*	0.041
	2021	2018	0.559	1
		2019	0.498	0.137
		2020	.406*	0.041
[My mentor defends my work actions to a superior, even without complete knowledge of the issue in question]	2018	2019	-0.121	1
		2020	-0.286	1
		2021	-0.221	1
	2019	2018	0.121	1
		2020	-0.165	1
		2021	-0.099	1
	2020	2018	0.286	1
		2019	0.165	1
		2021	0.065	1
	2021	2018	0.221	1
		2019	0.099	1
		2020	-0.065	1

Multiple Comparisons				
Bonferroni				
Dependent Variable	(I) Batch (MBA)	(J) Batch (MBA)	Mean Difference (I-J)	Sig.
[My mentor would come to my defence if I were "attacked" by others]	2018	2019	-0.424	1
		2020	-0.388	1
		2021	-0.618	1
	2019	2018	0.424	1
		2020	0.036	1
		2021	-0.193	1
	2020	2018	0.388	1
		2019	-0.036	1
		2021	-0.23	0.601
	2021	2018	0.618	1
		2019	0.193	1
		2020	0.23	0.601
[My mentor would defend me to others in the organisation if I made an honest mistake]	2018	2019	-0.045	1
		2020	-0.041	1
		2021	-0.147	1
	2019	2018	0.045	1
		2020	0.005	1
		2021	-0.102	1
	2020	2018	0.041	1
		2019	-0.005	1
		2021	-0.106	1
	2021	2018	0.147	1
		2019	0.102	1
		2020	0.106	1
[I do work for my mentor that goes beyond what is specified in my work description]	2018	2019	0.212	1
		2020	0.633	1
		2021	0.221	1
	2019	2018	-0.212	1
		2020	0.421	0.227
		2021	0.008	1
	2020	2018	-0.633	1
		2019	-0.421	0.227
		2021	-.412*	0.013
	2021	2018	-0.221	1
		2019	-0.008	1
		2020	.412*	0.013
[I am willing to apply extra efforts, beyond those normally required, to further the interests of my work group]	2018	2019	1	0.269
		2020	1.286*	0.046
		2021	0.838	0.474
	2019	2018	-1	0.269
		2020	0.286	0.786
		2021	-0.162	1
	2020	2018	-1.286*	0.046
		2019	-0.286	0.786
		2021	-.447*	0.002

Multiple Comparisons				
Bonferroni				
Dependent Variable	(I) Batch (MBA)	(J) Batch (MBA)	Mean Difference (I-J)	Sig.
	2021	2018	-0.838	0.474
		2019	0.162	1
		2020	.447*	0.002
[I do not mind working hardest for my mentor]	2018	2019	0.833	0.499
		2020	0.857	0.387
		2021	0.485	1
	2019	2018	-0.833	0.499
		2020	0.024	1
		2021	-0.348	0.292
	2020	2018	-0.857	0.387
		2019	-0.024	1
		2021	-.372*	0.013
	2021	2018	-0.485	1
		2019	0.348	0.292
		2020	.372*	0.013
[I am impressed with my mentor's knowledge of his/ her job]	2018	2019	0.955	0.598
		2020	0.735	0.557
		2021	0.426	1
	2019	2018	-0.955	0.598
		2020	-0.22	1
		2021	-0.528	0.08
	2020	2018	-0.735	1
		2019	0.22	1
		2021	-0.308	0.204
	2021	2018	-0.426	1
		2019	0.528	0.08
		2020	0.308	0.204
[I respect my mentor's knowledge of and competence on the job]	2018	2019	0.682	0.86
		2020	0.408	1
		2021	0.279	1
	2019	2018	-0.682	0.86
		2020	-0.274	0.734
		2021	-0.402	0.113
	2020	2018	-0.408	1
		2019	0.274	0.734
		2021	-0.129	1
	2021	2018	-0.279	1
		2019	0.402	0.113
		2020	0.129	1
[I admire my mentor's professional skills]	2018	2019	0.833	0.676
		2020	1.031	0.252
		2021	0.338	1
	2019	2018	-0.833	0.676
		2020	0.197	1
		2021	-0.495	0.063

Multiple Comparisons				
Bonferroni				
Dependent Variable	(I) Batch (MBA)	(J) Batch (MBA)	Mean Difference (I-J)	Sig.
	2020	2018	-1.031	0.252
		2019	-0.197	1
		2021	-.692*	0
	2021	2018	-0.338	1
		2019	0.495	0.063
		2020	.692*	0

The perceived learning experience of interns and the perceived contribution to the Organisations was analysed on a comparative basis for the Pre-COVID 19 batches (2018, 2019 and 2020) in case of this study and the Post-COVID 19 batch (2020) in terms of their internship. (Callanan & Benzing, 2004) Students were also asked to rate their learning and their contribution (both in terms of perceived learning & perceived contribution and not the actual metrics which may vary slightly).

The impact of the internship experience on the learning outcomes of students after completing their internships has also been compared is shown in Table 4. The factors in Table 3 are derived from the factors of the LMX theory and interns were asked to rate them from 1 to 5 based on the internship experience and perception, with 1 being lowest and 5 being the highest. We can clearly derive from the tables that variation for most of the factors is between the 2021 and the rest of the Pre-COVID Batches. (2018, 2019 and 2020). The data collected from the selected samples was measured systematically and segmented. Analysis was done using various standard tools to arrive at the conclusion [16].

Table 4

Post hoc analysis (post-internship impact on skills)

Multiple Comparisons					
Bonferroni					
Dependent Variable	(I) Batch (MBA)	(J) Batch (MBA)	Mean Difference (I-J)	Std. Error	Sig.
[Leadership]	2018	2019	0.5	0.483	1
		2020	0.765	0.465	0.606
		2021	0.471	0.463	1
	2019	2018	-0.5	0.483	1
		2020	0.265	0.184	0.897
		2021	-0.029	0.177	1
	2020	2018	-0.765	0.465	0.606
		2019	-0.265	0.184	0.897
		2021	-0.295	0.121	0.092
	2021	2018	-0.471	0.463	1
		2019	0.029	0.177	1
		2020	0.295	0.121	0.092
[Ability to Work in a Team]	2018	2019	0.106	0.479	1
		2020	0.561	0.461	1
		2021	0.029	0.459	1

Multiple Comparisons					
Bonferroni					
Dependent Variable	(I) Batch (MBA)	(J) Batch (MBA)	Mean Difference (I-J)	Std. Error	Sig.
	2019	2018	-0.106	0.479	1
		2020	0.455	0.182	0.078
		2021	-0.077	0.176	1
	2020	2018	-0.561	0.461	1
		2019	-0.455	0.182	0.078
		2021	-.532*	0.12	0
	2021	2018	-0.029	0.459	1
		2019	0.077	0.176	1
		2020	.532*	0.12	0
[Writing Effectively]	2018	2019	0.318	0.513	1
		2020	0.214	0.494	1
		2021	0.235	0.491	1
	2019	2018	-0.318	0.513	1
		2020	-0.104	0.195	1
		2021	-0.083	0.188	1
	2020	2018	-0.214	0.494	1
		2019	0.104	0.195	1
		2021	0.021	0.128	1
	2021	2018	-0.235	0.491	1
		2019	0.083	0.188	1
		2020	-0.021	0.128	1
[Speaking Effectively]	2018	2019	0.47	0.458	1
		2020	0.286	0.441	1
		2021	0.074	0.439	1
	2019	2018	-0.47	0.458	1
		2020	-0.184	0.174	1
		2021	-0.396	0.168	0.114
	2020	2018	-0.286	0.441	1
		2019	0.184	0.174	1
		2021	-0.212	0.115	0.391
	2021	2018	-0.074	0.439	1
		2019	0.396	0.168	0.114
		2020	0.212	0.115	0.391
[Problem solving]	2018	2019	-0.091	0.425	1
		2020	-0.357	0.41	1
		2021	-0.191	0.407	1
	2019	2018	0.091	0.425	1
		2020	-0.266	0.162	0.605
		2021	-0.1	0.156	1
	2020	2018	0.357	0.41	1
		2019	0.266	0.162	0.605
		2021	0.166	0.106	0.72
	2021	2018	0.191	0.407	1
		2019	0.1	0.156	1
		2020	-0.166	0.106	0.72

Multiple Comparisons					
Bonferroni					
Dependent Variable	(I) Batch (MBA)	(J) Batch (MBA)	Mean Difference (I-J)	Std. Error	Sig.
[Strong work ethic]	2018	2019	0.045	0.474	1
		2020	0.49	0.457	1
		2021	0.176	0.454	1
	2019	2018	-0.045	0.474	1
		2020	0.444	0.18	0.086
		2021	0.131	0.174	1
	2020	2018	-0.49	0.457	1
		2019	-0.444	0.18	0.086
		2021	-0.313	0.119	0.052
	2021	2018	-0.176	0.454	1
		2019	-0.131	0.174	1
		2020	0.313	0.119	0.052

5 Findings

This paper has looked at the aspects which have changed in the internship dynamics for MBA students in the Post-COVID scenario as compared to the Pre-COVID scenario. The students are basically divided into two categories for the aim of this study, one which is in the COVID scenario which is the Batch of 2021 and the other one is the pre-COVID scenario category which would include the batches of 2020, 2019 and 2018. (Guile & Griffiths, 2001)

We can see that there is a slight decrease in the total number of interactions with the company during the time period which lies between the selection of the student as an intern and actually joining the Organisation. (Jeske & Axtell, 2014) The interns who had more than 2 interactions were 37 earlier, whereas now in the COVID scenario they are only 32. This decrease can be said to be a result of the organisations taking more time to modify the existing internship programs. The communication on what the internship project is going to be had remained the same in terms of project topic being communicated to the intern before Day 0 of the internship has remained the same [17].

However, the number of interns who have been conveyed a rough scope of their internship topic has almost doubled. The number of interns who had a buddy/ mentor allocated to them for the duration of the internship has also seen a rise by slightly less than 10%. In terms of average interaction times with buddy, the number of longer interactions seems to be on the rise (by almost 47%) and number of shorter interactions has declined (by almost 25%). In terms of average interaction times with manager, the number of longer interactions seems to be on the rise (by almost 47%) and number of shorter interactions has declined (by almost 25%) [18].

We have also looked at the mentor-mentee dynamics using the leader member exchange theory. After using Post-Hoc Analysis for the data collected for various internship factors on the basis of the LMX Theory, we can infer various aspects of changes in the internship dynamics. Most of the differences found are between the perception and experiences of the Post-COVID batch (2021) and the Pre-COVID batches (2020, 2019 and 2018). In terms of the Affect, Loyalty, Contribution and Professional Respect factors, there are major differences between the 2020 and 2021 Batches which can be seen from the low significance in the Post-Hoc Analysis [19].

After looking at the outcome on skills after internships and comparing the changes in the Pre-COVID and Post-COVID situations, we see that there has been a slight increase in leadership, a slightly larger increase in the ability to work in a team. There has been a major increase in the Writing & Speaking skills in Post-COVID scenario as compared to the Pre-COVID ones. There has been a slight increase in the number of interns proficient in the Problem-Solving skills while the numbers of interns who are comfortable/ exposed to a strong work ethic were almost similar in both scenarios [20].

6 Discussions

The internship experience has changed due to the students now being required to work from home for

the whole duration of their internship. In some cases, we can even say that the remote working model has created additional stress for the students and requires them to put in more effort both in terms of quality and quantity in order to be noticed by their peers & superiors in their respective organizations. (Kapareliotis, Voutsina, & Patsiotis, 2019) The interns have also had to work for an increased number of hours every day since they are unable to properly gauge the manager's expectations in most of the cases which has resulted in overworking [21].

One of the main aspects of having an internship as a compulsory part of the MBA curriculum is to expose students to the culture in different organizations, give them an opportunity to learn by being a part of the Organisation & contribute to it. A major portion of the learning is supposed to happen from the interactions with individuals in the Organisation which can be said to have gone down [22]. The internship projects also wear modified to enable interns to work remotely as most of the original projects required some amount of fieldwork to be done by the intern which would not have been possible due to the COVID-19 pandemic. (Rothman, 2017) This has resulted in interns now working on projects which may have a limited scope in terms of implementation in some cases [23].

The scope of the contributions that interns could have made may have been downscaled. The whole internship duration also helped interns who would be joining the workforce the following year start building a network and work on developing their professional relationships & developing skills related to their profession. While working virtually definitely has prepared interns for the New Normal & the new working model where remote working will be considered & implemented at least partly as a permanent mode of working, we need to look at how the outcomes & expectations of both interns & managers have changed due to the virtual mode of working & how all of the stakeholders can prepare so that they are able to be as effective and as efficient as they would have been if they had been physically present in the organisations office spaces for working [24].

We need to look at changes in both the positive factors (metrics which should be high) and the negative factors (metrics that should be low), analyse them and understand how we can make the most of the changes that are occurring [25].

7 Conclusions

The importance of preparing students to work in a changed working structure post the COVID-19 pandemic is starting to show itself. Educational Institutions need to consider the skillset employees will need to fit n & work effectively in the New Normal- which is characterized by the increase in the number of employees working remotely on a permanent basis and understand if the student has the required knowledge, skills & abilities to contribute effectively & efficiently to the organisations they will be joining.

However, the time spent on interactions with the buddy/mentor as well as the manager have increased. Also, there has been a rise in the number of reporting managers per intern as well which has in a way resulted in an increased complexity for tasks to be performed during the course of the internship. During initial ED management, respiratory viral load assessment on the first nasopharyngeal swab (by RTPCR) is neither a predictor of magnitude nor a predictor of mortality in SARSCoV2 infection. The host's reaction to the virus, as well as the severity of pre-existing comorbidities, may be more predictive of disease severity than the virus itself.

There has also been an increase in the compared dynamics between the mentor (manager) and the mentee (intern) in terms of likeability, loyalty, contribution and professional respect as seen using the LMX theory.

8 Managerial Implications

This study brings into view the dynamics of an internship and the changes over the years. Especially now that working remotely is being considered as a permanent model of work, these dynamics need to be looked at closely to ensure that efficiency of the work being performed by interns while working remotely does not decline at all. From the organization's perspective the intern should be enabled to contribute effectively to the organization through their project, while at the same time the intern should be able to go through a learning experience.

The internship programs have to change and evolve according to the changing dynamics in order to still be effective. From the perspective of educational institutions, they have to assist students to gain skills to work effectively remotely to match the changing job roles. This will contribute in a huge way to increase the employability of these students and make it easier to

managers to work remotely with interns who in some cases may be individuals with no prior work experience.

From a managerial perspective not only do we need to consider the logistical and performance issues bit also how other functions/ activities like employee engagement are going to evolve in the future.

9 Limitations

The data analysis and research were mainly limited due to the difficulty of getting accurate data from students about their internship experience. This was especially true while collecting data from students who have already graduated this year or even a few years ago. This is mainly due to the time factor as the internship happened some time ago for these students which may be a few years/ months & the whole internship experience might not have been as fresh in their minds as compared to students from the current batch that have just recently completed their internships.

Another major issue were lack of previous research studies on this specific topic. Most of the studies that have been conducted on this topic were done before the coronavirus pandemic. Due to this there is actually a good understanding on the different aspects or dimensions of metrics during the internships both in terms of the performance of interns as well as their experience.

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Conflict of Interest

There is no conflict of interest among the authors.

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SI Report Attached

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