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Beyond employability: Work-integrated learning and self-authorship development

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Work-integrated learning (WIL) continues to be a central element of higher education and may provide students with opportunities for both personal and professional development. However, the personal development opportunities afforded by WIL are often overshadowed by the more typical focus of work readiness. Increasing attention to self-authorship, an important stage of personal development when students start to make use of their internal voice to guide their beliefs, identity and relationships, could address this imbalance in WIL programs. This article explores the extent to which WIL enables self-authorship development in tourism management students. An interpretive, longitudinal case study methodology guided the study. The findings indicate the significant potential of WIL to foster students' self-authorship development given the opportunities and challenges inherent in placements. The Work-Integrated Learning for Self-authorship Development (WILSAD) model is proposed as a conceptual framework to assist WIL program designers in fostering self-authorship development in their students.

Keywords: Self-authorship, internship, WIL, personal development, WILSAD

One of the greatest challenges and responsibilities for universities is preparing students for living, working and learning in an unpredictable world (Oliver & Jorre de St Jorre, 2018). Uncertainty has resulted from the growth of information technology, increased use of social media, overconsumption, globalization, population growth, climate change, and significant developments in the workplace and national economies (Scott, 2019). The rapid social and economic changes generated by the COVID-19 pandemic have highlighted the need for higher education institutions to consider how they prepare students to manage uncertain futures (Mok et al., 2021). Universities grapple with how best to develop skills, knowledge and competencies in their graduates so that they become responsible global citizens as well as valuable, talented employees.

The Role of Work-Integrated Learning in Higher Education

Since the mid-1980s, higher education has focused on developing students' vocational skills and thereby improving the employability of graduates (Peach & Matthews, 2011). Consequently, government-driven funding frameworks necessitate that universities, particularly public institutions, ensure students graduate with a range of capabilities that meet current social requirements (Yorke, 2006). Universities responded to these critiques by offering more programs with a specific occupational focus, and by incorporating 'authentic' professional practice activities, such as WIL (Billett, 2011).

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WIL has been recognized for the ability to foster employability, rather than mere employment outcomes for participating students (D. Jackson, 2016). As defined by Yorke (2006, p. 8) employability is "a set of achievements – skills, understandings and personal attributes – that makes graduates more likely to gain employment and be successful in their chosen occupations, which benefits themselves, the workforce, the community and the economy". An emerging conceptualization of graduate employability reframes employability from the acquisition of employment-related skills to a process which recognizes a graduate's human, social and cultural capital enabling access to the labour market (Tomlinson & Jackson, 2021). This broader interpretation of graduate employability encompasses dimensions such as career identity (Fugate et al., 2004), pre-professional identity (D. Jackson, 2016), workplace learning (Billet, 2011), and attitudes to career choices and the labour market (Bridgstock, 2009). Nevertheless, by definition, the development of *employ*ability as skills, abilities or a process, is for the purpose of *employ*ment.

Against this backdrop of an employability agenda, calls have also been made for an emphasis on *holistic* student development. A holistic approach moves beyond curricula focused exclusively on technical or procedural knowledge required for employability (Dearing, 1997; Kember, 2009). Whilst appreciating higher education's vital role in skill and knowledge development, Barnett (2004), among others, argues for an 'ontological turn'. This turn moves towards a 'pedagogy for human being' and seeks to develop qualities and dispositions needed to thrive in an uncertain future. In contrast to the focus on industry-defined skills and attributes, and in line with the nature of the modern workplace, there is increasing recognition that the central purpose of higher education is to develop adaptive individuals better prepared for a lifetime of uncertainty and change.

The reality of competing higher education agendas of practical skills development to supply a competitive workforce, versus a liberal education with broad ideas and values to prepare students for democratic citizenship, is not new (Hersh, et al., 2009; Johnston, 2011). Almost one hundred years ago John Dewey (1915) warned educators to prevent the co-opting of education by the needs and demands of business; Dewey recognized the ability of education to foster transformation rather than mere acceptance of industrial practice (Johnston, 2011). With the recognition of the increased challenges facing the graduates of the 21st century, many current educators echo Dewey's argument that universities should not be focused solely on skills and training (Barnett, 2009; N. J. Jackson, 2011, Kember, 2009; McCune, 2011). The overarching goal of higher education should be to build an "engaged, empowered, ethical and critically analytical citizenry" (Arvanitakis, 2013, p. 32).

Over the past decade, as N.J. Jackson (2011) has argued, it has "become apparent that our educational institutions need to pay more attention to developing learners as whole people" (p. 2), to foster learners' will and spirit to be and become (Barnett, 2007). In addition to the now widely recognized notion of *lifelong* learning, the complementary concept of *lifewide* learning is proposed as facilitating progression to complex learning (N.J. Jackson, 2011). Proponents of lifewide learning propose that learning and development occurs in multiple and varied places and situations (N.J. Jackson, 2011). Given the workplace context and objectives of WIL, especially through placements, it could be part of an educational approach that promotes lifelong and lifewide learning by increasing students' self-awareness of when and where learning occurs, and facilitating their progression to self-authorship.

THEORETICAL FRAMEWORK

Self-authorship

Self-authorship, described as the capacity to internally generate beliefs, identity and social relationships (Kegan, 1994), is identified as central to a young adult's ability to succeed in complex work, educational and personal environments (Baxter Magolda, 2007). Originally coined by Kegan (1982), the term self-authoring refers to a stage of self-evolution which is reached when an individual has progressed from relying on external others (e.g., teachers, peers and parents) to taking responsibility for one's own meaning making. Baxter Magolda (2001) advanced Kegan's concept of self-authorship, based on her longitudinal study of American college students and found that although individuals use various ways to deal with developmental challenges, there were three common phases through which young adults (aged between 18-40 years) progress toward and into self-authorship. *Following external formulas* is the first phase; individuals rely on external others for what to believe in and how to succeed. Individuals may reach the *crossroads phase* when they encounter a situation which forces them to question the external formulas on which they had previously relied. Research into self-authorship has identified that a disequilibrating situation and the subsequent cognitive dissonance acts as the primary catalyst for this stage of self-authorship development (Pizzolato, 2005).

The expected core outcomes of most Western higher education programs include effective citizenship, critical thinking, complex problem solving, interdependent relations with diverse others and mature decision making (Baxter Magolda, 2010). Such overarching higher education outcomes require informational learning (that is, knowledge and skills) and transformational learning, where an individual behaves in accordance with their own values, feelings and meanings rather than those uncritically assimilated from others (Baxter Magolda, 2010; Kegan, 2000). Foundational cognitive (knowing), intrapersonal (identity) and interpersonal (relationship) capacities must be developed before transformational learning can occur (Kegan, 2000). Developing self-authoring capacities during higher education can provide young adults with the foundation for independent adult decision making, and effective interdependent relationships and citizenship (Baxter Magolda, 2007). Such capacities would influence decisions concerning their communities, their political preferences, ethical behavior, climate-related actions and social responsibilities. Maturity in all three dimensions (cognitive, intrapersonal and interpersonal) can engender genuine ethical action (Baxter Magolda, 2004) but it may not always occur during the university years.

In Baxter Magolda's longitudinal study, most of the participants reported becoming self-authoring in their late twenties, after leaving higher education, and encountering catalysts for change in work situations, personal relationships or health-related matters (Baxter Magolda, 2009). Similarly, studies in the United States have indicated that traditional-aged college students are not self-authoring at the end of their undergraduate studies (Kegan & Lahey, 2009). The expectations on young adults in higher education and contemporary society in general, may therefore exceed their meaning-making capacities (Baxter Magolda, 2010), particularly for those who enter university directly after secondary school.

However, following Baxter Magolda's initial findings in 1998, several studies explored the applicability of self-authorship as a holistic framework of student development; the results indicated that self-authorship could be facilitated if pedagogical and curriculum changes were made in higher education (Baxter Magolda, 2001, 2004). These include: a two-year earth sustainability course (Bekken & Marie, 2007); academic advising programs (Pizzolato & Ozaki, 2007); a writing curriculum in an Honors program (Haynes, 2004); a Master of Science program (Rogers et al., 2004); a semester long cultural

immersion experience (Yonkers-Talz, 2004); a multicultural program in a business college curriculum (Hornak & Ortiz, 2004); and an urban leadership internship program (Egart & Healy, 2004).

These educational programs contained a number of challenges and supports known to facilitate self-authorship development as outlined in Baxter Magolda's Learning Partnerships Model (Baxter Magolda, 2009). Challenges existed when the complexities of work and life were highlighted, when students were encouraged to develop personal authority, and to share authority and expertise with others to solve mutual problems (Baxter Magolda, 2009). Support was provided by respecting the student's thoughts and feelings, helping them view their experiences as opportunities for growth, and by engaging in mutual learning to analyze their own problems (Baxter Magolda, 2009).

Although studies in self-authorship development have identified the value of students reaching this stage of development upon graduation (Baxter Magolda, 2010; Kegan & Lahey, 2009) there has been limited research regarding the role of WIL in fostering self-authorship. An exception is D. Jackson's (2017) study of self-authorship and WIL which centered on self-authorship as a basis for pre-professional identity, thus recognizing the common employability focus of WIL. Adding to this literature, the current study sought to establish the current role and future potential of WIL beyond, or, in addition to employability. To explore the potential of WIL programs in fostering self-authorship, the following research objectives guided the study:

1. To analyze a selected WIL program for the presence of curriculum requirements and pedagogical strategies known to support self-authorship development;
2. To identify factors which facilitate self-authorship development as students progress through a WIL program (including the preparatory unit and capstone placement).

METHODOLOGY

An interpretive, longitudinal case study design was used to explore how a WIL program facilitates or hinders student, self-authorship development. A detailed case study approach can provide in-depth contextual information on processes and outcomes for program improvement, illuminate unique or unusual aspects of a research phenomenon and possibly generate or extend theory (Patton, 2002; Stake, 2000). The longitudinal nature of the study can provide insights into the evolution of self-authorship as a developmental stage, and identify curricular and pedagogic triggers (in the WIL preparation unit and placement), which prompt self-authorship development.

The Case Work-Integrated Learning Program

At the time of data collection, the case study WIL program had a twenty-year history and was a core requirement for undergraduate tourism, hospitality and event management students at a regional Australian university. The program was embedded in the School's undergraduate degrees, with activities in each year of the students' enrolment. The compulsory internship preparation unit in year two and internship (a capstone suite of units in year three) were the focus of this research.

The curriculum in the pre-requisite, internship preparation unit, focused on career development theory and organizational behavior concepts to prepare students for their internship the following year. The unit prescribed an organizational behavior textbook, assigned readings and provided an online study guide. The textbook included a series of 51 online behavioral questionnaires to allow students to "assess their knowledge, beliefs, feelings and actions in regard to a wide range of personal skills, abilities and interests" (Robbins et al., 2010, p. xi). Additionally, enrolment in the preparation unit

enabled access to online personality profiling and psychometric assessments (e.g., Myers Briggs Type Indicator, verbal reasoning, and abstract reasoning) via a university-purchased subscription.

The students selected their own placements, working 'near' full-time hours in tourism and hospitality related organizations. Students could undertake paid or unpaid placements at a domestic or international location of their choice (prior to COVID-19). Experiential learning underpinned the pedagogical model with students being supported by a WIL academic and an onsite supervisor. Assessments guided students to reflect on the experience and progress toward their self-selected goals.

A review of the course content indicated that the case study WIL program included a significant number of curriculum strategies and pedagogic practices known to be important for WIL programs to be effective. Common dimensions discussed by Billett (2011) and Smith (2012) were: authenticity; alignment; integrated learning supports (including academic supervisor access and workplace supervision); and preparation and induction processes. Although the program did not explicitly aim to foster self-authorship development, it was apparent that many of the core tenets were present.

Participants

During the data collection period approximately 70 students undertook their internship placement. Of these, 30% were international students. In response to an email inviting students to provide feedback about their WIL experience, eleven of the seventy enrolled consented to participate in the longitudinal study. Eight students identified as female, three as male. All were aged between 20 and 22 years. Four of the students were domestic, Australian residents while seven were international (six mainland Chinese and one Indian national). The internships required 450 hours of work placement plus study and assessments. Of the 11 students, six had placements in hotels/resorts, one in a travel agency, one in a theatre, one in a local government department, one in a winery/restaurant, and one in a live music/restaurant venue.

Data Collection and Analysis

The study was granted ethics approval by Southern Cross University's Human Research Ethics Committee (approval number ECN-16-052). Semi-structured interviews conducted by the first author were based on the Wabash National Study of Liberal Arts Education (WNSLAE) interview guide (Baxter Magolda & King, 2007) but adapted for the specific nature of the case study WIL program. They were conducted twice: once after the participants completed the compulsory WIL preparation unit and then again after their internship the following year. Purposeful sampling was used for this research in order to obtain information-rich cases (Patton, 2002). Semi-structured interviews were recorded and transcribed verbatim. The narratives told by the participating students provided the content to be thematically analyzed.

Data regarding the participants' internship experiences was also collected from their 3000-word, internship assessment submitted at placement completion. The guided reflections provided additional data to evaluate each student's meaning-making structures and identify possible triggers for self-authorship development that may have occurred. This allowed triangulation of data sources to help safeguard against the potential of poor recall or poor articulation; common pitfalls associated with research interviews (Yin, 1994).

A thematic analysis was conducted of the 22 transcribed interviews (pre- and post-internship interviews of the 11 participants) and the guided reflections from their final internship assessment.

Braun and Clarke's (2012) approach was generally applied but given the paucity of research regarding WIL and self-authorship development, existing codes were not available so an inductive approach was used. A deductive approach was more suitable for assessing the participants' developmental stage given the specific analytic interest in how the theory of self-authorship was represented across the data from participant interviews. When estimating the participants' development stage, evidence of Baxter Magolda's (2001) framework of the three major meaning-making phases (following external formulas, the crossroads and self-authorship) was utilized.

FINDINGS

Students were asked in their initial interview about their expectations regarding upcoming WIL placements. At the completion of their placement interview, students were encouraged to share their experiences of the internship preparation unit and their internship. Whilst the students were not asked directly about holistic development or self-authorship, their responses indicated that they perceived aspects of both personal and professional development.

Factors which Facilitated a Change in Meaning Making

The findings did indicate changes in the students' meaning across the WIL program, which suggests some development toward self-authorship. Of note, changes in meaning making were revealed in the interview data more often than in the students' assessments, confirming Baxter Magolda and King's (2012) claim that interviews, which allow probing questions are more effective in assessing self-authorship than reflective essays.

Students recognizing the uncertainty of knowledge and crafting their own internal belief systems (cognitive dimension), engaging in self-reflection to explore their values and identity (intrapersonal dimension), or negotiating/re-negotiating relationships based on their internal beliefs and identity (interpersonal dimension) were considered evidence of such changes (Baxter Magolda, 2004). Whilst most changes could be characterized as being in the crossroads phase prior to or after their placement, no students were deemed by the researchers to be self-authoring. The main factors that may have influenced a change in meaning making were preparations for the placement, the workplace context, workplace interactions, and assessments.

Placement Preparations

During the initial, pre-internship interview, several students spoke with emotion about their future career. It was apparent that they recognized the importance of choosing a placement that could shape their future. Many of the students' responses indicated that the challenge of being responsible for securing their own placement enabled them to find their own voice and take ownership of the process. Asked if she felt like her placement was her decision to make, Anna (pseudonym) acknowledged the input from her parents but commented:

> I know it impacts everybody else, especially if I move away again. I know it does, but for me, I'm selfish now. Right now, I need to be. That's the way I've seen it, if I am going to get what I want out of university, and get what I want out of my own degree, yeah, I've got to be selfish. (Anna, pre-internship interview)

Anna's comments about her placement decision indicate that she was forced to consider multiple perspectives and consider her values and goals. However, when asked how she would make the final

decision Anna's response indicated that she was still wanting reassurance from an external authority. She commented "I'll probably call you. Honestly, going back to your teacher or your coordinator is a big thing, I've found. Every time I've been stuck with decisions or anything like that, I come back to you" (Anna, pre-internship interview).

Also demonstrating development in the intrapersonal domain were Mee's comments in both the pre-internship and the post-internship interviews. Mee reflected on the frustrations she felt at the time of securing an internship. Asked how she felt when she had found and secured a position by herself, Mee commented:

> Proud of myself. Really proud of myself. Really accomplished. I think is it not easy to get the internship. …If the university provide the place, maybe I wouldn't be so proud of myself because I would not have gotten the position by myself. But it is much easier for myself to get help from the university. (Mee, post-internship interview)

The discomfort that Mee experienced in being responsible for securing her own placement resulted in intrapersonal development. It was apparent that even though it would have been less stressful if the external authority had placed her into an internship, she would not have experienced the pride and aspiration of securing her own position.

Workplace Context

In addition to the preparation stage, the workplace context was a factor influencing the students' development. Many students commented on the challenge of being given too much responsibility or being too busy due to staff shortages. Anna was quick to provide a detailed account of being tasked with coordinating an event when the event manager commenced her annual leave on the last day of the event. Being charged with this unexpected responsibility provided the impetus for Anna to grow in confidence. The encouragement that she received from her workplace supervisor and colleagues fostered her intrapersonal development.

Many students experienced intrapersonal development but Chinese student, Bo also provided an account of his placement workplace brought about interpersonal development. Opting to stay in Australia, but move to a different city for his internship, he was exposed to a multitude of learning opportunities that reportedly helped him become more aware of his weaknesses and identify a desire to change. The first paragraph below indicates Bo's development in the intrapersonal dimension; the following paragraph highlights his increasing sophistication in the interpersonal dimension. He noted:

> Sometimes trying new things means you gain a lot of knowledge, a lot of experience. It makes you quite different from others and I think that's very cool. … Because I think although I was a serious person I think I still have some weakness. I want to change my weakness. … I think I didn't think for others very well, you know, sometimes I just rely on my experience, my knowledge and just satisfy my own things and ignoring others' ideas.

> So, I want to change this weakness because we all know people have to work well with other people, so I think it is a big thing for me to change right now. Yes, sometimes I just make my own decisions and make other people not very comfortable. Yeah, I want to talk about their ideas and what they think and let me know and I can make a better decision. (Bo, post-internship interview)

Placement Interactions

The interpersonal interactions students talked about during their internships were also identified as either triggering or hindering progression towards self-authorship. These interactions occurred during the placement or were related to the placement, however not necessarily only at the placement site. The interactions could be characterized as positive, negative and absent. Influential interactions mainly involved workplace supervisors/colleagues, guests/customers, and family/friends. Student peers and the students' WIL academic supervisor were rarely mentioned.

It was apparent from the interviews that prior to their placements, most students expressed the expectation that they would be supported during their internship by their workplace supervisors. A few students spoke of supervisors who provided clear directions of workplace tasks and positive feedback on the students' performance. In her post-internship interview, Deborah noted how significant the support of her workplace supervisor had been:

> [It] helped me decide what I want to do with myself and what I'm capable of doing. I think it was my supervisor, Emma. At first, just talking to her because I don't really know what I'm doing …or what I want to do, and looking for her advice. Hearing that, "I think you'd be a great event manager", …. That maybe things that you don't think you're good at, if you put your mind to it, you can be good at it…… not doubting myself. (Deborah, post-internship interview)

However, not all students spoke fondly of their supervisors or colleagues. Laura described a distressing situation of a domestic violence incident involving guests in the hotel, where she was the only staff member on duty on that particular night. She was disappointed about the lack of support she was given from management noting, "they just downplayed everything. They've had other cases like that, but it felt like they didn't really care…. It's just annoying because I'm not used to it" (Laura, post-internship interview). However, despite this lack of support she acknowledged what she had learnt from the situation:

> I suppose just experience. Ways to deal with things like that and I can probably do it again. I believe that I can deal with a lot more than I thought I could. Like stress and conflict and working long hours. (Laura, post-internship interview)

Though Laura perceived a lack of support from her managers, she did recall debriefing at the time with fellow interns and her family. This distressing incident could be viewed as a provocative moment that brought about Laura's intrapersonal development and possibly learning about the importance of peer support.

Shu also discussed negative interactions with her workplace supervisor. Shortly after commencing her internship, Shu recalled that her supervisor was not willing to teach her how to complete certain tasks and her greatest disappointment was her poor evaluation from her supervisor despite her best efforts. Her internship placement was Shu's first workplace experience, and was unaware of her poor performance until provided with the evaluation form by her WIL lecturer; to that point, the supervisor had not raised any concerns. Shu mentioned that the low score was "because my language. I can't speak English as good as the local people. My supervisor said I didn't wear a smile all the time" (Shu, post-internship interview). It was apparent that Shu had not reflected thoroughly on her internship evaluation.

For students like Deborah, positive relationships with their supervisors resulted in cognitive development in terms of learning new skills and knowledge, and intrapersonal development in regard to an enhanced sense of their own abilities and confidence. However, not all students reported feeling supported by their supervisors. Despite, or perhaps because of these negative interpersonal relationships, some of these students demonstrated a change in meaning making. It was evident that Laura felt let down by her supervisors but gained a new level of confidence in her own abilities. At the time of the interview, Shu had not openly reflected on her role in her poor evaluation and still seemed to be relying on her workplace supervisors as the external authorities for direction.

The other interactions that influenced a change in the students' meaning making was with guests or customers during their placements. Maheem was one of the students who had a positive interaction with guests, while Laura's comments indicated that a series of negative guest interactions had triggered her intrapersonal development. Following Maheem's first shift where he was solely responsible for providing service to the bridal table at a wedding at a resort, he received written guest feedback complimenting him on his performance. The feedback form was displayed in the staff room and Maheem recalled "I was pretty confident like I've done something right. It's like a boost of confidence, like you are just a new man after that" (Maheem, post-internship interview).

In addition to supervisors, colleagues and customers, the students discussed the importance of their interactions with family and friends. Despite not occurring at the placement site, these interactions influenced how the students experienced or reflected on their placements. In the post-internship interviews most students cited their interactions with family and friends as the main source of support during their placements.

Assessments

The final category of factors which affected progression toward self-authorship were the assessments in the WIL preparation and internship units. The preparation unit was designed for students to gain and then demonstrate their self-awareness. Content included theories relating to personality, values, motivations, emotional intelligence, and personal influence tactics. The final assessment required students to outline their self-awareness in terms of their career- related strengths and weaknesses. Not surprisingly, most of the comments made during the interviews regarding the assessments in the preparation unit related to the perceived career-related benefits. When asked about their assessments most students mentioned the other two assessments (the employment application and the mock interview), as the most beneficial because of the practical outcomes for their future careers.

Mee noted the most valuable part of the assessments was "the first part, that I learned how to write the application; it's really quite useful for me. And the last report that we write career, for ourself and how to be clear about career" (pre-internship interview). In the subsequent interview, Mee was asked again about what she had learnt in the WIL preparation unit. She indicated that the Myers Briggs Type Indicator (MBTI) personality profiling undertaken for the final assessment had confirmed her beliefs about her personality. When questioned about why she would trust the results of the personality quiz she commented "I think that it is a professional test and compared to the scores with other students, that yes my score was different from others and that testing accomplished that for me and I trust it" (Mee, post-internship interview). Such prescriptive advice, in the form of a professional-looking personality profile report may have unintentionally hindered Mee's self-authorship development. Rather than viewing this activity as an opportunity to become more self-aware through reflection and further reading, these students and others unquestionably believed the results of an online quiz.

It was apparent that the students perceived the assessments as valuable for their learning and development. Amy enjoyed the group business proposal assessment. She commented, "I liked it, just for the fact that other people and what they're doing and how their ... Like their development. And their view of the organisation" (Amy, post-internship interview). However, it was not obvious that the students who discussed the value of the business proposal analyzed multiple perspectives or viewed knowledge as complex and ambiguous. Rather, they viewed this assessment item as informative and reassuring that other students had found similar challenges in their internship placements. Despite assessment instructions that all students needed to be critical and question their fellow students after each one had presented, students did not describe the assessment item in terms of initiating critical thinking. Potentially this assessment hindered the opportunity for a change in meaning making, or was a missed opportunity to promote development in the cognitive domain.

Toward the end of their placement, students completed a written reflection about their overall internship experience, including their personal development. Anna spoke positively about the internship assessments, stating that she used the readings and the optional, reflective journal template to assist with her final assessment: "I filled that out religiously. It was like a little diary to go back to. And it helped with my assignments, heaps" (Anna, post-internship interview). Laura, however, did not find journaling to be a tool for gaining personal insight but rather as just an academic hurdle. When discussing her internship assessments, she noted, "It was fine. It's not bad, it's fine really. I sort of just made them up. Obviously, I used some experiences, but I just kind of made it up just to get it done" (Laura post-internship interview).

Whilst most of the students noted that they thought the internship assessments were valuable it was not apparent from the post-internship *interviews* that they had prompted changes in meaning making. However, analysis of the final internship assessment indicated that when several students *wrote* about internship placements, a change in meaning making seemed apparent. The assessment item highlighted their development in all three dimensions; cognitive, intrapersonal and interpersonal.

Despite Laura indicating in her post-internship interview that she had not given much thought to her internship assessments, she wrote "this internship challenged me greatly" and that it had reinforced her values of honesty and integrity. She continued:

> I came into this internship with an open mind and wanted to be challenged. My beliefs changed in the sense that I do not believe that although I work in hospitality and I'm going to have to deal with people who are nasty, but as a human being I don't have to put up with people degrading me. This was a major challenge for me, as I had always believed the old saying "the customer is always right." (Laura, final internship assessment)

Laura's reflections provided insight into her cognitive development, with detail about her changing thoughts and beliefs about customer service in the hospitality industry. Additionally, her comments demonstrated that she matured intra-personally and interpersonally. The challenges she experienced when interacting with guests brought about a stronger sense of self.

Evaluation of Self-authorship

The pre-internship interviews indicated that most students were externally meaning making or in the early stages of the crossroads. The students' recounts of their experiences through the WIL program, during the post-internship interview, revealed that seven of the eleven students made developmental

gains towards self-authorship. The students' narratives suggested that many were in the crossroads phase at the end of their placement, as they were questioning external authorities.

The findings from the analysis of the students' post-internship interviews indicated that those who did not move to a more complex meaning making position, either did not have a provocative moment or lacked the required support. Maheem and Mee both spoke of enjoying their placements and being well supported by their workplace supervisor and colleagues, but did not mention challenges that may have prompted them to reconsider their reliance on external authority. Deborah indicated that her placement had prompted her to question how she made decisions, but also expressed frustration in not receiving support to help her navigate these challenges.

Shu's responses in her post-internship interview demonstrated a lack of change in how she made meaning about her experiences. Despite facing challenges, she lacked support from her workplace supervisor who seemed to solve problems for her rather than listening to what Shu felt or thought; feedback during the placement also seemed lacking. At the end of the placement, Shu demonstrated a lack of critical reflection on her performance and therefore continued to rely on external authorities for advice and direction.

DISCUSSION

Studies have shown that students' development towards self-authorship is more likely when significant challenges and adequate support are used intentionally in the curriculum (Baxter Magolda, 2004). A well-designed WIL program would need minimal refinement to achieve the learning outcomes typically associated with WIL while *also* fostering students' progression towards self-authorship. The model proposed below (Figure 1) incorporates principles of Baxter Magolda's (2004) Learning Partnership Model with the core elements of WIL program design for educators intending to foster self-authorship development in addition to employability outcomes. This Work-Integrated Learning for Self-Authorship Development (WILSAD) model highlights factors in a placement-based, WIL program which *may* promote self-authorship development.

FIGURE 1: WIL for self-authorship development (WILSAD) model.
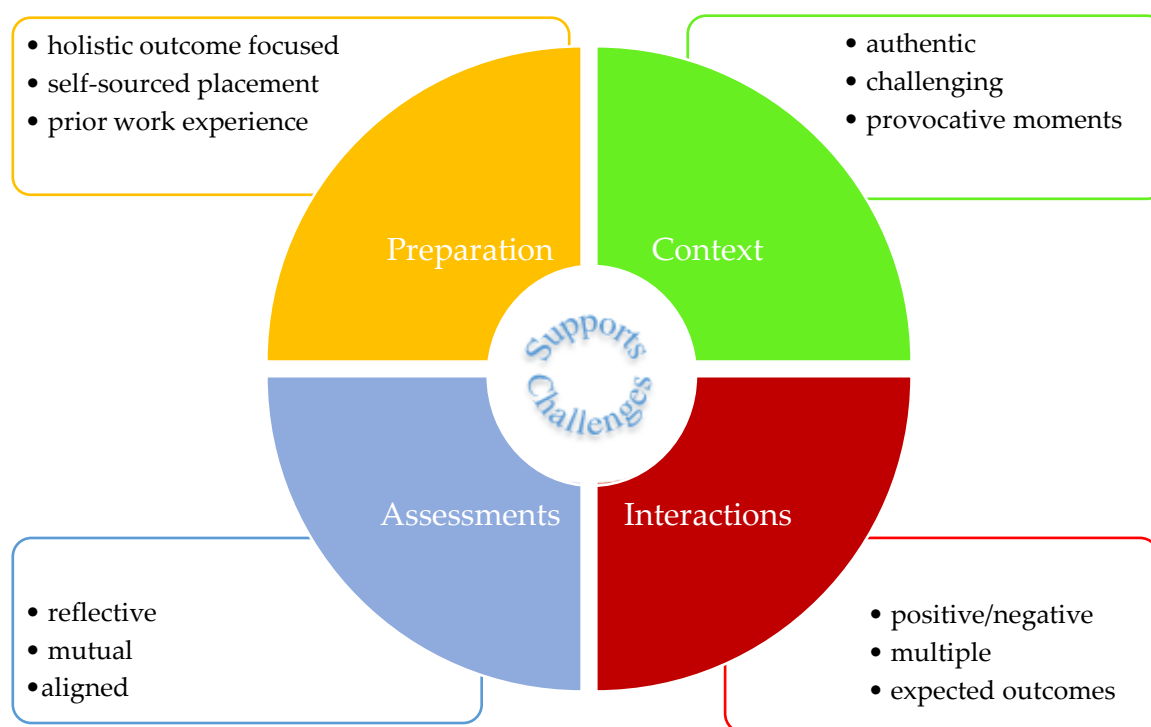
Preparation

In the preparation stage of the WIL program students would be explicitly advised of the holistic outcomes that their WIL program affords, rather than being so heavily weighted to career development. Equipping students with knowledge of the concept of self-authorship may prompt them to consider typical challenges in tourism placements. A curriculum that encourages students to be self-directed in work placements helps them take personal authority for their learning, decisions and actions (Baxter Magolda, 2004). Students would be encouraged to view their WIL placement as an opportunity to build their capacity to take personal responsibility for their beliefs and action, decreasing their reliance on others for direction and advice, while also accepting that they are in a trainee role.

Encouraging self-awareness of values, beliefs and assumptions through study materials and assessments in a pre-internship unit or module could also be used to facilitate self-authorship development. Ideally, pre-internship consultations with a practitioner skilled in assessing self-authorship would establish each student's pre-program stage of cognitive, intrapersonal and interpersonal development. Appropriate, individualized challenges could then be provided to trigger more complex meaning making (Baxter Magolda & King, 2007). Such a strategy, however, would have resource implications and could be difficult for large student populations.

Context

WIL placements can occur in challenging, unfamiliar contexts. Unfamiliar settings expose students to a range of challenges, some of which could be provocative moments, so they should be equipped to recognize these challenges as opportunities for holistic development. For example, recognizing the

disillusion stage common in WIL placements (Sweitzer & King, 2009) as being a 'crossroads', may help students perceive this stage as a transitory, part of evolving toward self-authorship.

With increasing globalisation, internships can also expose students to different cultural perspectives (Malik et al., 2017) and customers/guests who may represent a myriad of cultures. Exposure to different cultures can lead to increased awareness, understanding and openness to cultural diversity, which has been found to promote self-authorship (King et al., 2009). Prompting students to reflect on the impact of the cultural realities of their WIL placement on their personal and professional development could draw their attention to the complexity of work and life decisions, thus representing a challenge that could shift meaning making (Baxter Magolda, 2009). Considering how their background affects their perspective can promote intrapersonal growth, while an understanding of others' perspectives and cultures assists interpersonal growth (King et al., 2009).

Interactions

During their internship placement students will interact with a wide range of people. Given the crucial role that a workplace supervisor plays in supporting a WIL student, there is a need for supervisors to be adequately prepared to assume the role of a learning partner. An effective workplace supervisor who treats the learner as a peer during the WIL placement and seeks the learners' input, can also provide support by sharing the construction of knowledge. Workplace supervisors who are patient with the student, rather than rushing to provide answers, will assist students to transition from relying on external authorities to a more internally defined foundation for decision making. This aspect of WIL could be negatively influenced by realities of busy workplaces, and the varied capabilities of supervisors in serving as learning partners.

The current findings indicated that students did not frequently seek support from their WIL lecturer but found the experience beneficial when they did. Students undertaking capstone WIL placements *are* encouraged to act independently to demonstrate their capabilities as an emerging professional. However, the lecturer could model a learning partnership approach by focusing on questioning and refraining from advising. Students would also be encouraged to include family and friends as sounding boards rather than experts that provide advice or direction.

Assessments

Further support for self-authorship development could be provided through assessments that help students view workplace successes and challenges as opportunities for learning and growth. Although the findings indicated that interactions with peers was not common or desired, there is potential to leverage peer interactions to validate learners as knowers, situate learning in the learners' own experience and define learning as mutual (Baxter Magolda, 2004). For example, incorporating presentations to fellow students would allow sharing of personal authority and expertise. An alumni program could also offer opportunities to help foster self-authorship. An alumnus from the same degree has the benefit of previously experiencing the WIL program and could act as a guide, or learning partner.

Debriefing used in WIL could assist students to integrate theory and practice, acknowledge and work through emotional responses, and to become autonomous, independent learners (Winchester-Seeto & Rowe, 2019). A 60 to 90-minute interview with a WIL lecturer using a self-authorship interview guide, could prompt the student to reflect on their holistic development during their placement. This component could also be framed as an assessment.

As emerging professionals, capstone WIL students will be expected to appraise knowledge, evaluate multiple perspectives, make autonomous decisions and question authorities when warranted (Del Prato, 2017). Providing students with the opportunity to analyze critical incidents by articulating their own assumptions and considering other perspectives has been shown to promote intrapersonal and interpersonal development, thus facilitating progression towards self-authorship (Egart & Healy, 2004). Assessments which provide a safe environment, free from supervisor retaliation, could facilitate a student's intrapersonal development.

CONCLUSION AND IMPLICATIONS

There are growing calls for WIL to be reconsidered outside of a purely vocational frame, to actively contribute to educating students for the future, not solely for work or careers (Fleming, 2014). Despite WIL being an educational strategy involving a workplace, it can also be about learning *through* work, rather than solely *for* work. Others have also noted that the primary purpose of WIL is "working to learn" which may result in students who "learn to work" (Orrell, 2018, paragraph 8). Similarly, Eames and Coll eloquently stated that "the real strength of cooperative education [WIL] is that it helps the learner to find their place in the world and to understand how to shape their future, which are true measures of education" (2010, p.188).

Despite the recognition that WIL affords opportunities for learning and development beyond employability needs, this study has found that the WIL units under investigation were designed primarily to prepare individuals for careers in industry. However, the structure of the program and the context of the WIL placements, also created experiences known to facilitate self-authorship development. Students achieved personal growth as well as career development.

Self-authorship through educational interventions will be more effective if the curriculum is intentionally designed to do so (Baxter Magolda, 2004). Academics should be explicit with students about provocative moments, and the challenges and supports that can be expected from others (Lucero, 2018). Students who were aware of the principles of a Learning Partnerships Model (Baxter Magolda, 2004) reportedly viewed such an assessment item as an opportunity to assist their development. As such, they would not be as constrained by their concern for pleasing the academic who is evaluating their contributions, or being viewed by other students as criticizing their opinions.

To explore students' perceptions of WIL, repeated interviews were conducted with students who had participated in the case study WIL program. The findings indicated that the students considered their internship placement as an opportunity to: emerge as professionals; navigate relationships with others; and build their sense of self. The students' responses revealed that they perceived development in both personal and professional domains. Although none of the participating students were deemed to have reached a defined stage of self-authorship, the main factors to have influenced progression towards self-authorship were: placement preparations; the placement context; placement related interactions and WIL assessments.

Ultimately, the study's findings indicate the significant potential of WIL to foster students' self-authorship development given the opportunities and challenges inherent with placements. The study makes empirical contributions regarding the curricular and pedagogic requirements of WIL programs to intentionally facilitate self-authorship development and proposes a model that may be helpful to educators. WIL could be used to facilitate self-authorship in addition to, not instead of, the employability outcomes that it is well regarded for. University students who rely on external sources often report being overwhelmed in situations that require independent judgment, taking a stand, and

an understanding of life complexities (King et al., 2011). Self-authorship development could be promoted as a shield for the complexities that students will undoubtedly face in their careers and life in general. Designing WIL programs with the intent of fostering self-authorship, offers university educators a holistic and future-oriented approach for equipping students with the capacity to manage complexity, uncertainty and change.

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About the Journal

The International Journal of Work-Integrated Learning (IJWIL) publishes double-blind peer-reviewed original research and topical issues dealing with Work-Integrated Learning (WIL). IJWIL first published in 2000 under the name of Asia-Pacific Journal of Cooperative Education (APJCE). Since then the readership and authorship has become more international and terminology usage in the literature has favored the broader term of WIL, in 2018 the journal name was changed to the International Journal of Work-Integrated Learning.

In this Journal, WIL is defined as "*an educational approach that uses relevant work-based experiences to allow students to integrate theory with the meaningful practice of work as an intentional component of the curriculum. Defining elements of this educational approach requires that students engage in authentic and meaningful work-related task, and must involve three stakeholders; the student, the university, and the workplace*". Examples of practice include off-campus, workplace immersion activities such as work placements, internships, practicum, service learning, and cooperative education (Co-op), and on-campus activities such as work-related projects/competitions, entrepreneurships, student-led enterprise, etc. WIL is related to, but not the same as, the fields of experiential learning, work-based learning, and vocational education and training.

The Journal's main aim is to enable specialists working in WIL to disseminate research findings and share knowledge to the benefit of institutions, students, co-op/WIL practitioners, and researchers. The Journal desires to encourage quality research and explorative critical discussion that leads to the advancement of effective practices, development of further understanding of WIL, and promote further research.

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Types of Manuscripts Sought by the Journal

Types of manuscripts sought by IJWIL is primarily of two forms: 1) *research publications* describing research into aspects of work-integrated learning and, 2) *topical discussion* articles that review relevant literature and provide critical explorative discussion around a topical issue. The journal will, on occasions, consider good practice submissions.

Research publications should contain; an introduction that describes relevant literature and sets the context of the inquiry. A detailed description and justification for the methodology employed. A description of the research findings - tabulated as appropriate, a discussion of the importance of the findings including their significance to current established literature, implications for practitioners and researchers, whilst remaining mindful of the limitations of the data, and a conclusion preferably including suggestions for further research.

Topical discussion articles should contain a clear statement of the topic or issue under discussion, reference to relevant literature, critical and scholarly discussion on the importance of the issues, critical insights to how to advance the issue further, and implications for other researchers and practitioners.

Good practice and program description papers. On occasions, the Journal also seeks manuscripts describing a practice of WIL as an example of good practice, however, only if it presents a particularly unique or innovative practice or was situated in an unusual context. There must be a clear contribution of new knowledge to the established literature. Manuscripts describing what is essentially 'typical', 'common' or 'known' practices will be encouraged to rewrite the focus of the manuscript to a significant educational issue or will be encouraged to publish their work via another avenue that seeks such content.

By negotiation with the Editor-in-Chief, the Journal also accepts a small number of *Book Reviews* of relevant and recently published books.