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CREATING AN EFFECTIVE INTERNSHIP PROGRAM

A guide for the intern, the host, and the university

November, 11, 2009

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CREATING AN EFFECTIVE INTERNSHIP PROGRAM

A GUIDE FOR THE INTERN, THE HOST, AND THE
UNIVERSITY

USAID JORDAN ECONOMIC DEVELOPMENT PROGRAM

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DISCLAIMER:

The author's views expressed in this publication do not necessarily reflect the views of the United States Agency for International Development or the United States Government.

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Introduction:

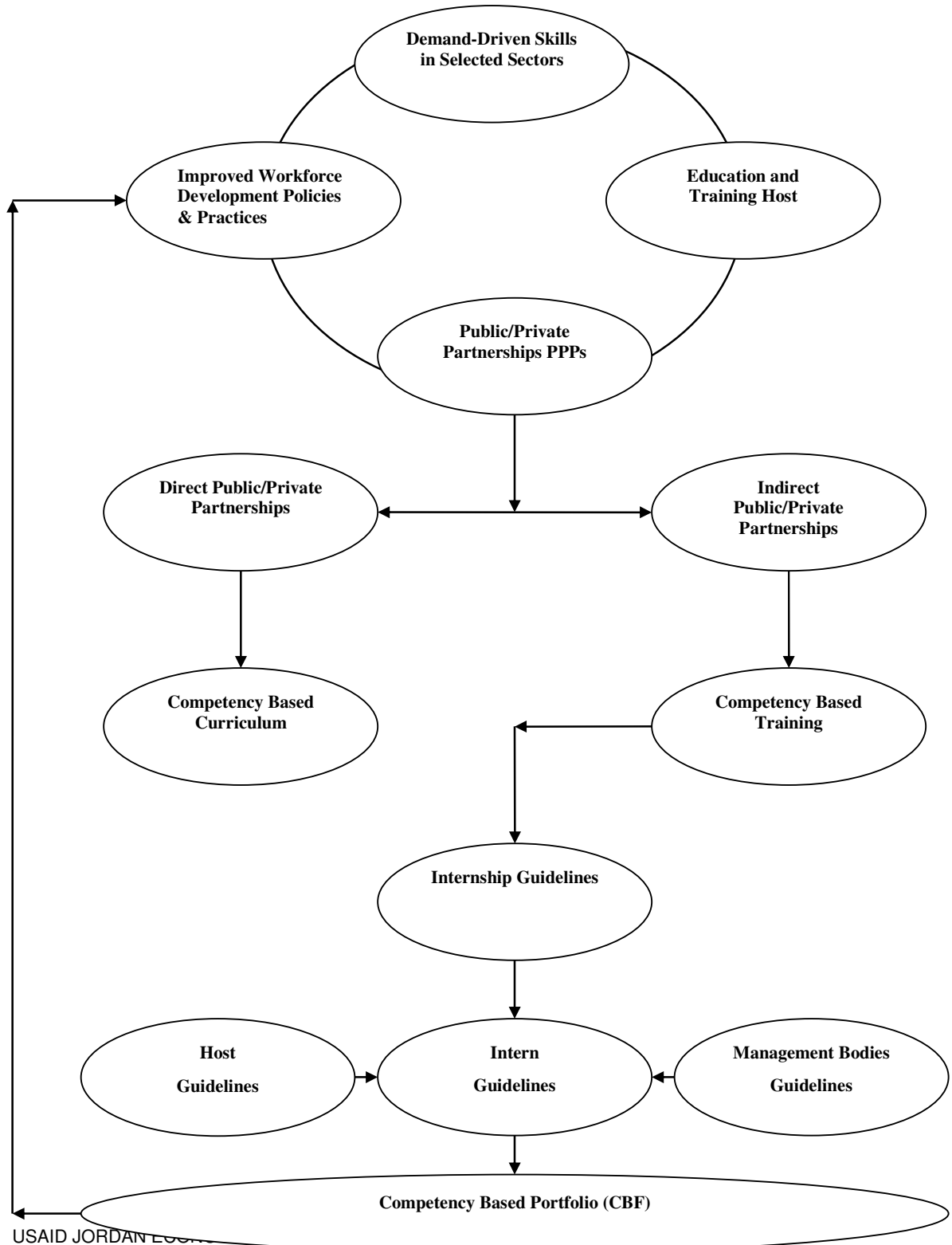
The level and pace of economic growth depends, in part, on the availability of a qualified and willing labor force. USAID Jordan Economic Development Program (SABEQ) workforce development activities include developing and using processes to assess current and emerging labor force demands and supplies as well as promoting strategies that increase the quantity and quality of an appropriately skilled labor force.

The Workforce Development strategy focuses on developing policies, systems, and partnerships that link education, training, and skill development programs with the labor force demands of the private sector. An important method for formalizing the needed linkages includes partnerships among private sector businesses and organizations with universities, vocational training centers and public agencies. These relationships are illustrated in Figure (1) below.

We envision that the engagement of the private sector in the reform process could be done in many ways which may fall under two main level of engagement; direct and indirect. The Direct Public-Private Partnership DPPP is done through a full involvement of the private sector in designing the curricula that fulfill the private sector demands. The outcome of this DPPP is a Competency Based Curriculum. The Indirect Public-Private Partnership IPPP is done through internship and traineeship programs where both the academia and the industry have their inputs on the competencies that the intern should acquire with a demonstrated capability based upon their academic background and the industrial needs. Both DPPP and IPPP should eventually result in employment.

Figure (1)

Workforce Development Model Incorporating Direct and Indirect Engagement with the Private Sector



Guidelines for Creating an Effective Internship Program: Role of the Hosting Organization

Guidelines for Creating an Effective Internship Program: Role of the Hosting Organization

How the Host Organization Should View the Internship Program?

An internship should be viewed by all parties engaged in the internship program as a short-term work experience emphasizing hands-on learning, and incorporation of education and professional development. It is designed to guide the student toward a professional career in a particular organization, field, or sector. The underlying principle of an internship is “shared value.” An organization provides a learning laboratory where students experience the “real” working world. Students on the other hand contribute to the organization by performing meaningful projects and assignments that are of continuing value to both parties. The result: a win-win arrangement that leads to a proven record of success.

It is important to keep in mind that for the majority of students, an internship will be their first “real world” work experience. The employer, therefore, must see the student as a trainee, not as an experienced employee. As reflected in this document, the role of the supervisor will involve careful clarification of expectations, ongoing guidance, feedback and training, formal and informal evaluation. It is also expected that students will be given real work and problems to solve, will be offered continual challenges, and at the same time, will have the opportunity to master specific skills and achieve meaningful goals.

How the Hosting Organization Can Benefits from Having Interns?

Some of the ways in which organizations can benefit from hosting interns include the following:

- Influencing the kinds of skills students will develop thus prepare the interns for the organization’s work demands; internships can be used as a prescreening tool for potential employees.
- Ensuring students entering the workforce in specific sectors will be adequately trained, thus alleviating some of the burden of future training costs;
- Expanding the interpersonal, training, and supervisory skills of current employees as they mentor interns;
- Contributing to the community through internship projects.

- Interns can bring specialized and up-to-date knowledge that he/she gained from the university to be applied in the organization.
- Helping the organization in implementing certain projects depending on the types of skills he/she is there to learn and implement.

MAJOR CONSIDERATIONS IN CREATING AN EFFECTIVE INTERNSHIP PROGRAM:

1. Identify the organization's capacity and needs for interns

- Decide on the number and qualifications of the needed interns.
- Draft job descriptions including interns required qualifications.
- Study available physical resources such as computers and workspace.
- Study available human resources needed to supervise and mentor the intern.
- Decide on the best time to hire interns based on staff workload and assignments available for interns.

2. Decide why you are creating an intern program. Some reasons might include:

- Recruit potential employees.
- Attract new talent.
- Assist in meeting short-term needs through having the interns work on certain priority projects.
- Bring enthusiasm and current industry knowledge.
- Corporate social responsibility.
- Combination of two or more of the above.

3. Develop a plan to fill the intern positions:

- Advertise internships well in advance of your expected start date (eight to ten weeks) to allow sufficient time to screen and select appropriate candidates.
 - Contact the relevant universities/colleges.
 - Recruit through current employee referrals.

- Advertise on bulletin boards, newspapers, Internet, contacts with educational institutions.
- Participate in job fairs and career days at universities.
- Post intern positions on your organization's website.

4. Design the Internship Program

An effective approach to designing the internship program is to adopt the Competency Based Model which is illustrated in appendix (1).

It is advisable that a task force/committee from the organization's staff designs the internship program in order to include all necessary segments. The task force/committee can include:

- Supervisors and managers.
- HR professionals.
- Employees that can serve as mentors to interns.
- Newly hired employees that can bring a fresh approach and experience.

5. Assign a mentor:

5.1 Mentor's characteristics:

- Strong belief in human resources development.
- Strong belief in the importance of creating a challenging learning environment for the intern.
- Has high level of personal credibility.
- Ability to motivate and give constructive feedback.
- Ability to communicate and create a positive learning environment.

5.2 Mentor's role:

- Work with the academic supervisor and the intern on developing the learning objectives based on the competencies he/she will need to acquire throughout the internship period. (Competency profile is shown in **appendix 1/A**).

- Guide the intern and help him/her adjust to the work environment. This includes introducing the intern to his/her colleagues and helping him/her adjust to the working environment.
- Arrange a meeting for him with the HR personnel to give him the necessary orientation.
- Prepare a training plan for the intern which includes the competencies to be learned, the staff who will be training him/her and the time frame.
- Supervise the implementation of the training plan.
- Evaluate the intern taking into consideration the feedback taken from the staff involved in his/her training.
- Assign meaningful assignments to the intern explaining the expectations and desired outcomes.
- Meet with the university supervisor on regular basis to discuss progress.
- Fill required reports by the academic institutions.

6. Conduct a comprehensive orientation to the intern:

As soon as the intern joins the organization, he/she should be given an orientation including the following:

- Information on company history, mission, organizational structure, and goals.
- Applicable personnel policies and procedures, for example:
 - Starting and ending times
 - Appropriate attire for work
 - Smoking policy
 - Payroll Information
 - Pay periods
 - Inclement weather policy
 - Employee safety
 - Holidays (paid/unpaid)
- Acquaint intern with the workspace culture and environment.

- Introduce intern to co-workers.
- Ask the intern to sign a confidentiality agreement

7. Assign meaningful work that serves the competency based (CBT) portfolio of the intern and the mutual interest to intern and the hosting organization:

- Ensure that assignments are challenging, stimulating, and provide valuable experience.
- Ensure that learning objectives are clearly defined and mutually understood before the internship begins and follow up with the intern on the achievement of learning objectives throughout the internship program.
- Have additional projects available in the event an intern successfully completes a project ahead of schedule.
- Include the intern in organization official events such as staff meetings.
- Create opportunities for networking and informational interviewing with key personnel.
- Continuously review the interns learning objectives and make sure that they are being achieved.

8. Conduct evaluation

- Provide performance feedback during the internship. This has to be done in a constructive manner and taking into consideration the progress achieved in fulfilling the intern's learning objectives. Weekly evaluation is recommended using the form shown in **appendix 2**.
- Midterm evaluation may be given any time (more than once, if desired) up to the last month of the semester, and serves as a guide for the rest of the internship.
- Provide written evaluation at the end of the internship program. **A sample of an end of program evaluation form is shown in appendix 3.**
- Give the intern the opportunity to provide his/her feedback on the program. **A sample of the intern's evaluation form is shown in appendix 4.**

9. Exit Interview

Exit interviews can be a very useful tool to improve internship program at your organization. Examples of the questions that can be addressed to interns:

- What did the internship program add to your portfolio?

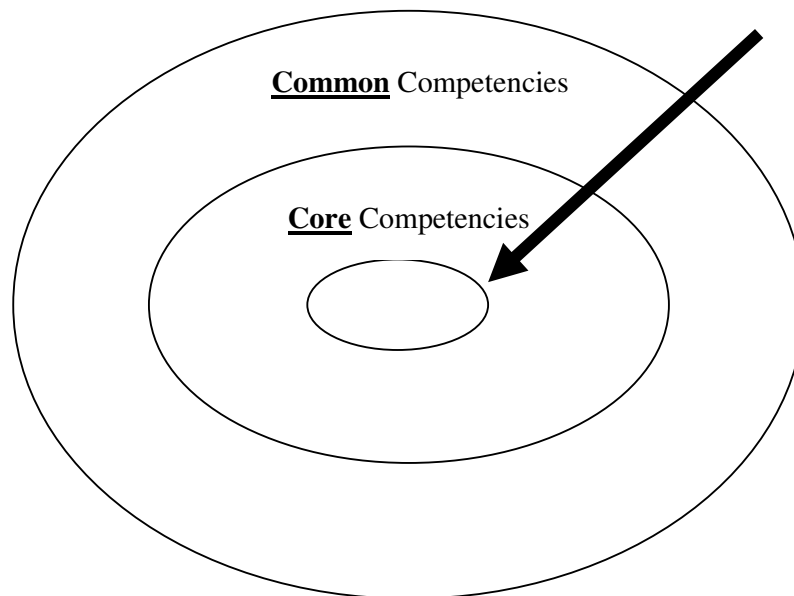
- What were the challenges that you faced during the program and how did you or the organization handle them?
- What are your suggestions to improve the program?
- How do you evaluate the support provided to you by supervisors and work mates?

APPENDIX (1): INTERNSHIP PROGRAM COMPETENCY BASED MODEL

According to the proposed competency based model, the skills are divided into three main categories/levels: The basic competencies, the common competencies, and the core competencies. Figure (2) below illustrates the model.

Figure (2) Competency Model

Basic Competencies



According to this model, a competency portfolio is developed for each intern detailing the competencies falling under each of the three categories/levels. The training starts with the **basic competencies** related to the field of training, then it gets more specialized to cover the **common competencies** which include a specific range of topics, then drilled down to a more specialized and focused competencies named **core competencies** depending on the intern's abilities, interests, and academic background.

The competency based portfolio includes the following parts:

1. Training design:

The course design is a one page brief about the training including the title, duration, description, entry requirements if any.

2. Training structure:

Main components of the training structure include the three components of the program: the basic, the common and the core competencies. Each category/level is broken down to competencies and learning outcomes of each competency. The following table shows a sample of the intern's competency portfolio which is used to record the intern's progress in achieving the learning outcomes, the duration needed to master the competency, the host organization mentor's comments, the university supervisor comment, and any other comments.

Intern's Competency Portfolio

Appendix 1/A

Components	Learning Outcomes	Duration	Instructor Notes	Supervisor Notes	Status/Actions needed
1-.....	1.1.1.... 1.1.2.... 1.1.3....	2hrs, 3hrs			
2-.....	2.1.1 2.1.2...				
3-....	3.1.1..				
4-.....					

3. Training Delivery:

Qualified staff has to deliver the training to the intern. They should identify the learning outcomes with the interns and make sure that the training leads to the achievement of these outcomes.

Appendix 2: Weekly Evaluation Form (To be filled by organization's mentor and the intern)

Please meet with your supervisor weekly to complete this form. Send it to your university supervisor according to his or her instructions. **Both you and your supervisor at work should read all comments before signing the form.**

Intern's Name	Organization's Name:
Internship Period (From – To)	Week (From – To):
1. INTERN: evaluate your experiences during the past week. Identify areas of strength and areas for growth.	
2. SUPERVISOR: evaluate your intern's experiences during the past week. Identify areas of strength and areas for growth	
3. SUPERVISOR: Outline 2-3 specific goals for the intern's professional growth during the coming week	
4. INTERN: Describe how you plan to meet these goals during the coming week. What specific strategies will you use?	
5. INTERN: what resources or support will help you accomplish these goals?	

Intern
Date

Date

University Supervisor

Appendix (3): End of Internship Program Evaluation

Final evaluations are to be done in the last week of the internship period. Attach any narrative commentary and/or comments to this form or use the back of this sheet. All evaluations and scores given are to be discussed with the intern. The scale is on a 4.0 scale similar to the standard 4-point GPA scale. Strongly Agree=4; Agree=3; Neutral=2; Disagree=1; Strongly Disagree=0; Does Not Apply=N/A

Attendance:

	SA	A	N	D	SD	N/A
Followed the schedule without unexcused absences.	4	3	2	1	0	N/A
Arrived promptly and did not leave early.	4	3	2	1	0	N/A

If a score is 2 or below, please explain:

Professionalism (dress, conduct, manner):

Presented a professional manner with the other working mates.	4	3	2	1	0	N/A
Presented a professional manner with clients (if the job required).	4	3	2	1	0	N/A

If a score is 2 or below, please explain:

Abilities:

Showed ability to get along with others in a team environment.	4	3	2	1	0	N/A
Showed ability and willingness to learn new things and/or to be corrected.	4	3	2	1	0	N/A

If a score is 2 or below, please explain:

Job preparedness:

Possessed fundamental understanding of job applicable to internship academic background.	4	3	2	1	0	N/A
Possessed basic skills and knowledge needed for the duties and responsibilities of the internship.	4	3	2	1	0	N/A

If a score is 2 or below, please explain:

Experience:

Seemed to gain much from this internship.	4	3	2	1	0	N/A
Made a noticeable contribution to the firm.	4	3	2	1	0	N/A

If a score is 2 or below, please explain:

Student Progress (for final evaluation or subsequent mid-term evaluation):

Has learned significantly through this internship/improved since the last evaluation.	4	3	2	1	0	N/A
Can be recommended for further internships and responsibilities (or has been offered a position at the firm).	4	3	2	1	0	N/A

If a score is 2 or below, please explain:

Continuing Interest:

The internship program has worked out well.	4	3	2	1	0	N/A
We are interested in continuing our participation in the internship program.	4	3	2	1	0	N/A

If a score is 2 or below, please explain:

Signature of supervisor/Mentor: _____ Date: _____

Signature of intern: _____ Date: _____

Original should be sent to the Management Body, University, and coordinator. Evaluation will be filed in student folder.

Workplace mentor and/or internship site may make a copy if desired.

Appendix (4): Intern's Evaluation of the Internship Program

This evaluation shall be filled by student intern. Original is sent to university supervisor and copy to workplace supervisor. This form will allow the intern to provide feedback on the internship program and workplace supervisor. Complete in private. We would like your honest opinion – your workplace supervisor will see this form, but not in your presence. Attach any narrative commentary and/or comments to this form or use the back of this sheet. The scale is on a 4.0 scale similar to the standard 4-point GPA scale. Strongly Agree=4; Agree=3; Neutral=2; Disagree=1; Strongly Disagree=0; Does Not Apply=N/A

Schedule and availability:**SA A N D SD N/A**

My supervisor was able to provide enough flexibility in my scheduling.	4	3	2	1	0	N/A
My supervisor was available for consultation, and easy to approach.	4	3	2	1	0	N/A

If a score is 2 or below, please explain:

Work environment:

I was treated as a "junior professional".	4	3	2	1	0	N/A
I was made comfortable in a positive work environment.	4	3	2	1	0	N/A
I felt welcomed to contribute to the firm with ideas and suggestions.	4	3	2	1	0	N/A

Guidance:

My questions were answered in a reasonable time.	4	3	2	1	0	N/A
I was given adequate supervision and guidance from the workplace supervisor	4	3	2	1	0	N/A

If a score is 2 or below, please explain:

Training/learning:

I was given adequate training by the host organization	4	3	2	1	0	N/A
I have learned a lot from this program.	4	3	2	1	0	N/A
The guidelines and orientation adequately prepared me for this internship.	4	3	2	1	0	N/A

If a score is 2 or below, please explain:

Responsibilities:

The workplace supervisor had a reasonable expectation for the internship.	4	3	2	1	0	N/A
I was given an appropriate level of responsibility as an intern.	4	3	2	1	0	N/A
My duties and responsibilities were well focused.	4	3	2	1	0	N/A

If a score is 2 or below, please explain:

Recommend ability:

Given the opportunity, I would be interested in another internship.	4	3	2	1	0	N/A
I would recommend this internship program to other students.	4	3	2	1	0	N/A
I would recommend this supervisor to another student.	4	3	2	1	0	N/A

If a score is 2 or below, please explain:

Signature of student intern: _____ Date: _____

Evaluation of Supervisor filled by intern

Guidelines for Creating an Effective Internship Program: Role of the Intern

Guidelines for Creating an Effective Internship Program: Role of the Intern

How the Intern Should View the Internship Program:

The internship program has to be viewed by the intern as a valuable opportunity to build personal and professional competencies. It should be seen as one of the effective tools by which the university graduates/students get exposed to real work experience, and thus start to apply what they learned in the universities in real work set up. The internship program is designed to guide the student toward a professional career. The organization provides a learning laboratory where students experience the real working world and on the other hand the student contributes to the organization by performing meaningful projects and assignment that are of continuing value to both parties. The result is: a win-win arrangement that leads to an outstanding record of success.

The success of the internship program depends largely on how the intern perceives it. Those who perceive the internship program as a platform that leads the way to a successful career are those who have greater chance to benefit from it.

How the intern benefit from the internship program:

- The intern will have the opportunity to explore his/her interests and abilities and thus choose the type of work that he/she would be interested in pursuing in the future.
- Based on feedback from intern managers, students identify their weaknesses and opportunities for improvements.
- The interns will have greater chance to be hired at the organizations they interned in.
- In addition to the professional competencies that can be acquired through the internship program, the intern will gain the social skills needed at work, such as the communications skills, adaptation skills, and team work skills.
- The intern will get introduced to people from the industry he will be joining in the future, thus build and expand his/her professional networks.
- The internship program will help the intern link what he learned or is learning at the university with the world of work.

Guidelines for effective participation in the internship programs:

- Plan well for your internship program. Try to search for organizations that you would like to intern in line with the type of competencies you would like to build and the exposure you would like to get.
- Prepare well for the internship interview:
 - Try to get as much information as possible about the organization and the key personnel there.
 - Prepare your CV and make yourself ready for any question related to it.
 - Be ready to talk about the projects you conducted during your study at the university.
 - Ask about the dress code during the interview.
 - Refer to references/guides that contain typical questions that are usually asked in the interviews and prepare yourself to answer them.
 - Be ready to answer questions related to the types of skills you would like to build and the type of experience you would like to gain.
 - Be ready to answer the question regarding your career goals and how you are planning to achieve them.
- After you get the intern position and start your internship, try to build a strong professional relationship with your mentor and colleagues.
- Seize all opportunities to learn new things and get introduced to more people and experiences.
- Make sure that your job description is available and that the organization's performance expectations are set and agreed on with you.
- Don't be shy to ask questions.
- Agree with your mentor on the basic, common and core skills that you will build during the internship program using the **competency based profile (Appendix 1)**.
- During feedback or evaluation sessions, be open to criticism; it will help you improve if you act on it.
- Report to your academic supervisor your progress and how you feel about the internship.
- The host organization has a big role to play in the internship program. **The role of the host organization is shown in appendix (2).**
- The host organization has to provide you with an orientation to get you acquainted

with the organization's policies, culture, and internal systems at an early stage of your internship program. Make sure that you get the orientation. **The major components of the orientation are shown in appendix (3).**

Evaluation of the program:

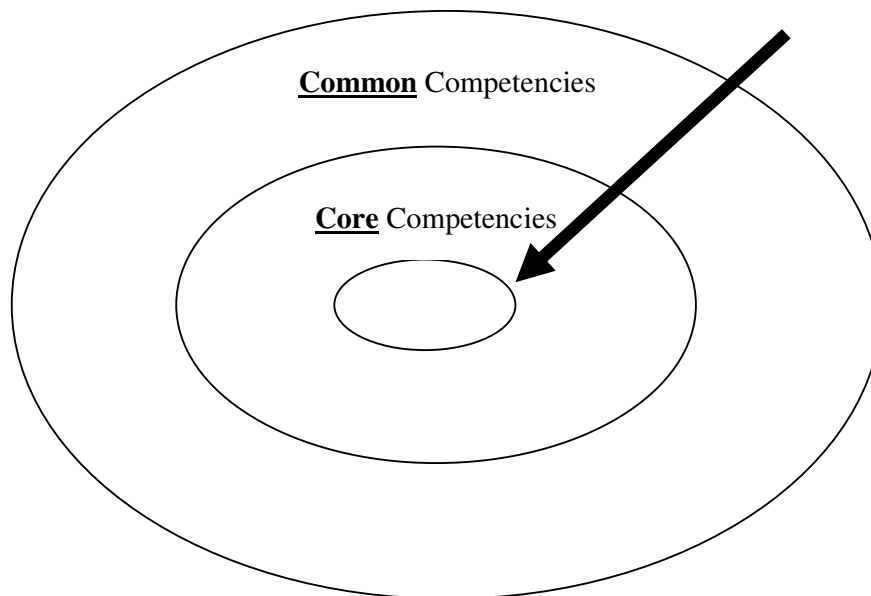
- The host organization will provide you with performance feedback during the internship. Weekly evaluation is recommended using the form shown in **appendix (4)**.
- Midterm evaluation may be given any time (more than once, if desired) up to the last month of the semester, and serves as a guide for the rest of the internship.
- The host organization will provide written evaluation at the end of the internship program. **A sample of an end of program evaluation form is shown in appendix (5).**
- You will be given the opportunity to provide his/her feedback on the program. **A sample of the intern's evaluation form is shown in appendix(6).**

Appendix (1): The Proposed Competency Based Model

According to the proposed competency based model, the skills are divided into three main categories/levels: The basic competencies, the common competencies, and the core competencies. Figure (2) below illustrates the model.

Figure (2) Competency Model

Basic Competencies



According to this model, a competency portfolio is developed for each intern detailing the competencies falling under each of the three categories/levels. The training starts with the **basic competencies** related to the field of training, then it gets more specialized to cover the **common competencies** which include a specific range of topics, then drilled down to a more specialized and focused competencies named **core competencies** depending on the intern's abilities, interests, and academic background.

The competency based portfolio includes the following parts:

- **Training design:**

The course design is a one page brief about the training including the title, duration, description, entry requirements if any.

- **Training structure:**

Main components of the training structure include the three phases of the program: the basic, the common and the core competencies. Each category/level is broken down to competencies and learning outcomes of each competency. The following table shows a sample of the intern's competency portfolio which is used to record the intern's progress in achieving the learning outcomes, the duration needed to master the competency, the host organization mentor's comments, the university supervisor comment, and any other comments.

Intern's Competency Portfolio
Appendix 1/A

Components	Learning Outcomes	Duration	Instructor Notes	Supervisor Notes	Status/Actions needed
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2-.....	2.1.1 2.1.2...				
3-....	3.1.1..				
4-.....					

- **Training Delivery:**

Qualified staff has to deliver the training to the intern. Training staff should identify the learning outcomes with the interns and make sure that the training leads to the achievement of these outcomes.

Appendix (2): Role of the mentor at the host organization

- Work with the academic supervisor and the intern on developing the learning objectives based on the competencies he/she will need to acquire throughout the internship period. (Competency profile is shown in appendix A/1).
- Guide the intern and help him/her adjust to the work environment. This includes introducing the intern to his/her colleagues and helping him/her adjust to the working environment.
- Arrange a meeting for him with the HR personnel to give him/her the necessary orientation.
- Prepare a training plan for the intern which includes the competencies to be learned, the staff who will be training him/her and the time frame.
- Supervise the implementation of the training plan.
- Evaluate the intern taking into consideration the feedback taken from the staff involved in his/her training.
- Assign meaningful assignments to the intern explaining the expectations and desired outcomes.
- Meet with the university supervisor on regular basis to discuss progress.
- Fill required reports by the academic institutions.

Appendix (3): Major components of the orientation session provided by the host organization

- Information on company history, mission, organizational structure, and goals.
- Applicable personnel policies and procedures, for example:
 - Starting and ending times
 - Appropriate attire for work
 - Smoking policy
 - Payroll Information
 - Pay periods
 - Inclement weather policy
 - Employee safety
 - Holidays (paid/unpaid)
- Acquaint intern with the workspace culture and environment.
- Introduce intern to co-workers.
- Ask the intern to sign a confidentiality agreement

Appendix (4): Weekly Evaluation Form (To be filled by organization's mentor and the intern)

Please meet with your supervisor weekly to complete this form. Send it to your university supervisor according to his or her instructions. **Both you and your supervisor at work should read all comments before signing the form.**

Intern's Name:	Organization's Name:
Internship Period (From – To)	Week (From – To):
1. INTERN: evaluate your experiences during the past week. Identify areas of strength and areas for growth.	
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3. SUPERVISOR: Outline 2-3 specific goals for the intern's professional growth during the coming week	
4. INTERN: Describe how you plan to meet these goals during the coming week. What specific strategies will you use?	
5. INTERN: what resources or support will help you accomplish these goals?	

Intern
Date

Date

University Supervisor

Appendix (5): End of Internship Program Evaluation

Final evaluations are to be done in the last week of the internship period. Attach any narrative commentary and/or comments to this form or use the back of this sheet. All evaluations and scores given are to be discussed with the intern. The scale is on a 4.0 scale similar to the standard 4-point GPA scale. Strongly Agree=4; Agree=3; Neutral=2; Disagree=1; Strongly Disagree=0; Does Not Apply=N/A

Attendance:

SA A N D SD NA

Followed the schedule without unexcused absences.	4	3	2	1	0	N/A
Arrived promptly and did not leave early.	4	3	2	1	0	N/A

If a score is 2 or below, please explain:

Professionalism (dress, conduct, manner):

Presented a professional manner with the other working mates.	4	3	2	1	0	N/A
Presented a professional manner with clients (if the job required).	4	3	2	1	0	N/A

If a score is 2 or below, please explain:

Abilities:

Showed ability to get along with others in a team environment.	4	3	2	1	0	N/A
Showed ability and willingness to learn new things and/or to be corrected.	4	3	2	1	0	N/A

If a score is 2 or below, please explain:

Job preparedness:

Possessed fundamental understanding of job applicable to internship academic background.	4	3	2	1	0	N/A
Possessed basic skills and knowledge needed for the duties and responsibilities of the internship.	4	3	2	1	0	N/A

If a score is 2 or below, please explain:

Experience:

Seemed to gain much from this internship.	4	3	2	1	0	N/A
Made a noticeable contribution to the firm.	4	3	2	1	0	N/A

If a score is 2 or below, please explain:

Student Progress (for final evaluation or subsequent mid-term evaluation):

Has learned significantly through this internship/improved since the last evaluation.	4	3	2	1	0	N/A
Can be recommended for further internships and responsibilities (or has been offered a position at the firm).	4	3	2	1	0	N/A

If a score is 2 or below, please explain:

Continuing Interest:

The internship program has worked out well.	4	3	2	1	0	N/A
We are interested in continuing our participation in the internship program.	4	3	2	1	0	N/A

If a score is 2 or below, please explain:

Signature of supervisor/Mentor: _____ Date: _____

Signature of intern: _____ Date: _____

Original should be sent to the Management Body, University, and coordinator. Evaluation will be filed in student folder.

Workplace mentor and/or internship site may make a copy if desired.

Appendix (6): Intern's Evaluation of the Internship Program

This evaluation shall be filled by student intern. Original is sent to university supervisor and copy to workplace supervisor. This form will allow the intern to provide feedback on the internship program and workplace supervisor. Complete in private. We would like your honest opinion – your workplace supervisor will see this form, but not in your presence. Attach any narrative commentary and/or comments to this form or use the back of this sheet. The scale is on a 4.0 scale similar to the standard 4-point GPA scale. Strongly Agree=4; Agree=3; Neutral=2; Disagree=1; Strongly Disagree=0; Does Not Apply=N/A

Schedule and availability:

SA A N D SD N/A

My supervisor was able to provide enough flexibility in my scheduling.	4	3	2	1	0	N/A
My supervisor was available for consultation, and easy to approach.	4	3	2	1	0	N/A

If a score is 2 or below, please explain:

Work environment:

I was treated as a "junior professional".	4	3	2	1	0	N/A
I was made comfortable in a positive work environment.	4	3	2	1	0	N/A
I felt welcomed to contribute to the firm with ideas and suggestions.	4	3	2	1	0	N/A

If a score is 2 or below, please explain:

Guidance:

My questions were answered in a reasonable time.	4	3	2	1	0	N/A
I was given adequate supervision and guidance from the workplace supervisor	4	3	2	1	0	N/A

If a score is 2 or below, please explain:

Training/learning:

I was given adequate training by the host organization	4	3	2	1	0	N/A
I have learned a lot from this program.	4	3	2	1	0	N/A
The guidelines and orientation adequately prepared me for this internship.	4	3	2	1	0	N/A

If a score is 2 or below, please explain:

Responsibilities:

The workplace supervisor had a reasonable expectation for the internship.	4	3	2	1	0	N/A
I was given an appropriate level of responsibility as an intern.	4	3	2	1	0	N/A
My duties and responsibilities were well focused.	4	3	2	1	0	N/A

If a score is 2 or below, please explain:

Recommendability:

Given the opportunity, I would be interested in another internship.	4	3	2	1	0	N/A
I would recommend this internship program to other students.	4	3	2	1	0	N/A
I would recommend this supervisor to another student.	4	3	2	1	0	N/A

If a score is 2 or below, please explain:

Signature of student intern: _____ Date: _____

Evaluation of Supervisor filled by intern

Guidelines for Creating an Effective Internship Program: Role of the University

Guidelines for Creating an Effective Internship Program: Role of the University

How the university should view the student internship programs:

An internship should be viewed by all parties engaged in the internship program as a short-term work experience emphasizing hands-on learning, and incorporation of education and professional development. It is designed to guide the student towards a professional career in a particular organization, field, or sector. The underlying principle of an internship is “shared value.” An organization provides a learning laboratory where students experience the “real” working world. Students on the other hand contribute to the organization by performing meaningful projects and assignments that are of continuing value to both parties. The result: a win-win arrangement that leads to a proven record of success.

It is important to keep in mind that for the majority of students, an internship will be their first “real world” work experience. The university, therefore, should help the student find the employer who can provide the learning environment for the students to help him/her bridge the gap between what he learned or is learning at the university and the world of work. The university has a big role to play in coaching the students before they join the host company on how to make the best use of the internship period. The university will also have a role during the internship program to make sure that the student is benefiting from the program and that the mutual benefits of both the student and the organization are being achieved.

Guidelines for the university to ensure effective intern participation in the internship programs:

The university has to coach the interns and give them necessary guidance to maximize the benefit of participation in the internship program. The following guidelines can be given to **students**:

- Plan well for your internship program. Try to search for organizations that you would like to intern in line with the type of competencies you would like to build and the exposure you would like to get.
- Prepare well for the internship interview:
 - Try to get as much information as possible about the organization and the key personnel there.
 - Prepare your CV and make your self ready for any question related to it.
 - Be ready to talk about the projects you conducted during your study at the university.

- Ask about the dress code during the interview.
- Refer to references/guides that contain typical questions that are usually asked in the interviews and prepare your self to answer them.
- Be ready to answer questions related to the types of skills you would like to build and the type of experience you would like to gain.
- Be ready to answer the question regarding your career goals and how you are planning to achieve them.
- After you get the intern position and start your internship, try to build a strong professional relationship with your mentor and colleagues.
- Seize all opportunities to learn new things and get introduced to more people and experiences.
- Make sure that your job description is available and that the organization's performance expectations are set and agreed on with you.
- Don't be shy to ask questions.
- Agree with your mentor on the basic, common and core skills that you will build during the internship program using the **competency based profile (Appendix 1)**.
- During feedback or evaluation sessions, be open to criticism; it will help you improve if you act on it.
- Report to your academic supervisor your progress and how you feel about the internship.
- The host organization has a big role to play in the internship program. **The role of the host organization is shown in appendix (2).**
- The host organization has to provide you with an orientation to get you acquainted with the organization's policies, culture, and internal systems at an early stage of your internship program. Make sure that you get the orientation. **The major components of the orientation are shown in appendix (3).**
- Program evaluation:
 - The host organization will provide performance feedback during the internship. This has to be done in a very constructive manner and taking into consideration the progress achieved in fulfilling the intern's learning objectives. Weekly evaluation is recommended using the form shown in **appendix (4)**.
 - Midterm evaluation may be given any time (more than once, if desired) up to the last month of the semester, and serves as a guide for the rest of the internship.
 - The host organization will provide written evaluation at the end of the internship

program. **A sample of an end of program evaluation form is shown in appendix (5).**

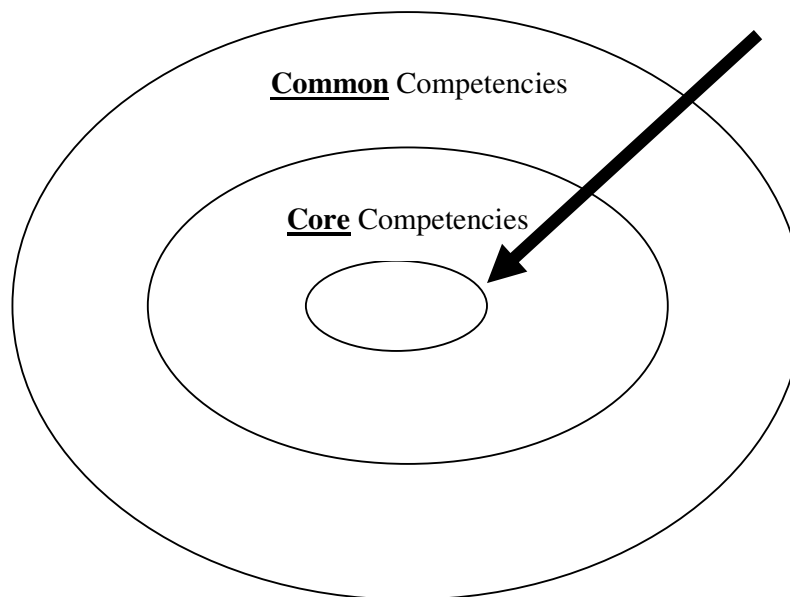
- The intern must be given the opportunity to provide his/her feedback on the program. **A sample of the intern's evaluation form is shown in appendix (6).**

Appendix (1): The Proposed Competency Based Model

According to the proposed competency based model, the skills are divided into three main categories/levels: The basic competencies, the common competencies, and the core competencies. Figure (2) below illustrates the model.

Figure (2) Competency Model

Basic Competencies



According to this model, a competency portfolio is developed for each intern detailing the competencies falling under each of the three categories/levels. The training starts with the **basic competencies** related to the field of training, then it gets more specialized to cover the **common competencies** which include a specific range of topics, then drilled down to a more specialized and focused competencies named **core competencies** depending on the intern's abilities, interests, and academic background.

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The competency based portfolio includes the following parts:

Training design:

The course design is a one page brief about the training including the title, duration, description, entry requirements if any.

Training structure:

Main components of the training structure include the three phases of the program: the basic, the common and the core competencies. Each category/level is broken down to competencies and learning outcomes of each competency. The following table shows a sample of the intern's competency portfolio which is used to record the intern's progress in achieving the learning outcomes, the duration needed to master the competency, the host organization mentor's comments, the university supervisor comment, and any other comments.

Intern's Competency Portfolio

Appendix 1/A

Components	Learning Outcomes	Duration	Instructor Notes	Supervisor Notes	Status/Actions needed
1-.....	1.1.1.... 1.1.2.... 1.1.3....	2hrs, 3hrs			
2-.....	2.1.1 2.1.2...				
3-....	3.1.1..				
4-.....					

Training Delivery:

Qualified staff has to deliver the training to the intern. Training staff should identify the learning outcomes with the interns and make sure that the training leads to the achievement of these outcomes.

Appendix (2): Role of the mentor at the host organization

- Work with the academic supervisor and the intern on developing the learning objectives based on the competencies he/she will need to acquire throughout the internship period. (Competency profile is shown in appendix 1/A).
- Guide the intern and help him/her adjust to the work environment. This includes introducing the intern to his/her colleagues and helping him/her adjust to the working environment.
- Arrange a meeting for him with the HR personnel to give him the necessary orientation.
- Prepare a training plan for the intern which includes the competencies to be learned, the staff who will be training him/her and the time frame.
- Supervise the implementation of the training plan.
- Evaluate the intern taking into consideration the feedback taken from the staff involved in his/her training.
- Assign meaningful assignments to the intern explaining the expectations and desired outcomes.
- Meet with the university supervisor on regular basis to discuss progress.
- Fill required reports by the academic institutions.

Appendix (3): Major components of the orientation session provided by the host organization

- Information on company history, mission, organizational structure, and goals.
- Applicable personnel policies and procedures, for example:
 - Starting and ending times
 - Appropriate attire for work
 - Smoking policy
 - Payroll Information
 - Pay periods
 - Inclement weather policy
 - Employee safety
 - Holidays (paid/unpaid)
- Acquaint intern with the workspace culture and environment.
- Introduce intern to co-workers.
- Confidentiality agreement

Appendix (4): Weekly Evaluation Form (To be filled by organization's mentor and the intern)

Please meet with your supervisor weekly to complete this form. Send it to your university supervisor according to his or her instructions. **Both you and your supervisor at work should read all comments before signing the form.**

Intern's Name:	Organization's Name:
Internship Period (From – To)	Week (From – To):
1. INTERN: evaluate your experiences during the past week. Identify areas of strength and areas for growth.	
2. SUPERVISOR: evaluate your intern's experiences during the past week. Identify areas of strength and areas for growth	
3. SUPERVISOR: Outline 2-3 specific goals for the intern's professional growth during the coming week	
4. INTERN: Describe how you plan to meet these goals during the coming week. What specific strategies will you use?	
5. INTERN: what resources or support will help you accomplish these goals?	

Intern
Date

Date

University Supervisor

Appendix (5): End of Internship Program Evaluation

Final evaluations are to be done in the last week of the internship period. Attach any narrative commentary and/or comments to this form or use the back of this sheet. All evaluations and scores given are to be discussed with the intern. The scale is on a 4.0 scale similar to the standard 4-point GPA scale. Strongly Agree=4; Agree=3; Neutral=2; Disagree=1; Strongly Disagree=0; Does Not Apply=N/A

Attendance:

SA A N D SD N/A

Followed the schedule without unexcused absences.	4	3	2	1	0	N/A
Arrived promptly and did not leave early.	4	3	2	1	0	N/A

If a score is 2 or below, please explain:

Professionalism (dress, conduct, manner):

Presented a professional manner with the other working mates.	4	3	2	1	0	N/A
Presented a professional manner with clients (if the job required).	4	3	2	1	0	N/A

If a score is 2 or below, please explain:

Abilities:

Showed ability to get along with others in a team environment.	4	3	2	1	0	N/A
Showed ability and willingness to learn new things and/or to be corrected.	4	3	2	1	0	N/A

If a score is 2 or below, please explain:

Job preparedness:

Possessed fundamental understanding of job applicable to internship academic background.	4	3	2	1	0	N/A
Possessed basic skills and knowledge needed for the duties and responsibilities of the internship.	4	3	2	1	0	N/A

If a score is 2 or below, please explain:

Experience:

Seemed to gain much from this internship.	4	3	2	1	0	N/A
Made a noticeable contribution to the firm.	4	3	2	1	0	N/A

If a score is 2 or below, please explain:

Student Progress (for final evaluation or subsequent mid-term evaluation):

Has learned significantly through this internship/improved since the last evaluation.	4	3	2	1	0	N/A
Can be recommended for further internships and responsibilities (or has been offered a position at the firm).	4	3	2	1	0	N/A

If a score is 2 or below, please explain:

Continuing Interest:

The internship program has worked out well.	4	3	2	1	0	N/A
We are interested in continuing our participation in the internship program.	4	3	2	1	0	N/A

Signature of supervisor/Mentor: _____ Date: _____

Signature of intern: _____ Date: _____

Original should be sent to the Management Body, University, and coordinator. Evaluation will be filed in student folder.

Workplace mentor and/or internship site may make a copy if desired.

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I was treated as a "junior professional".	4	3	2	1	0	N/A
I was made comfortable in a positive work environment.	4	3	2	1	0	N/A
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Guidance:

My questions were answered in a reasonable time.	4	3	2	1	0	N/A
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If a score is 2 or below, please explain:

Recommendability:

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I would recommend this internship program to other students.	4	3	2	1	0	N/A
I would recommend this supervisor to another student.	4	3	2	1	0	N/A

If a score is 2 or below, please explain:

Signature of student intern: _____ Date: _____

Evaluation of Supervisor filled by intern

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Deloitte Consulting LLP
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