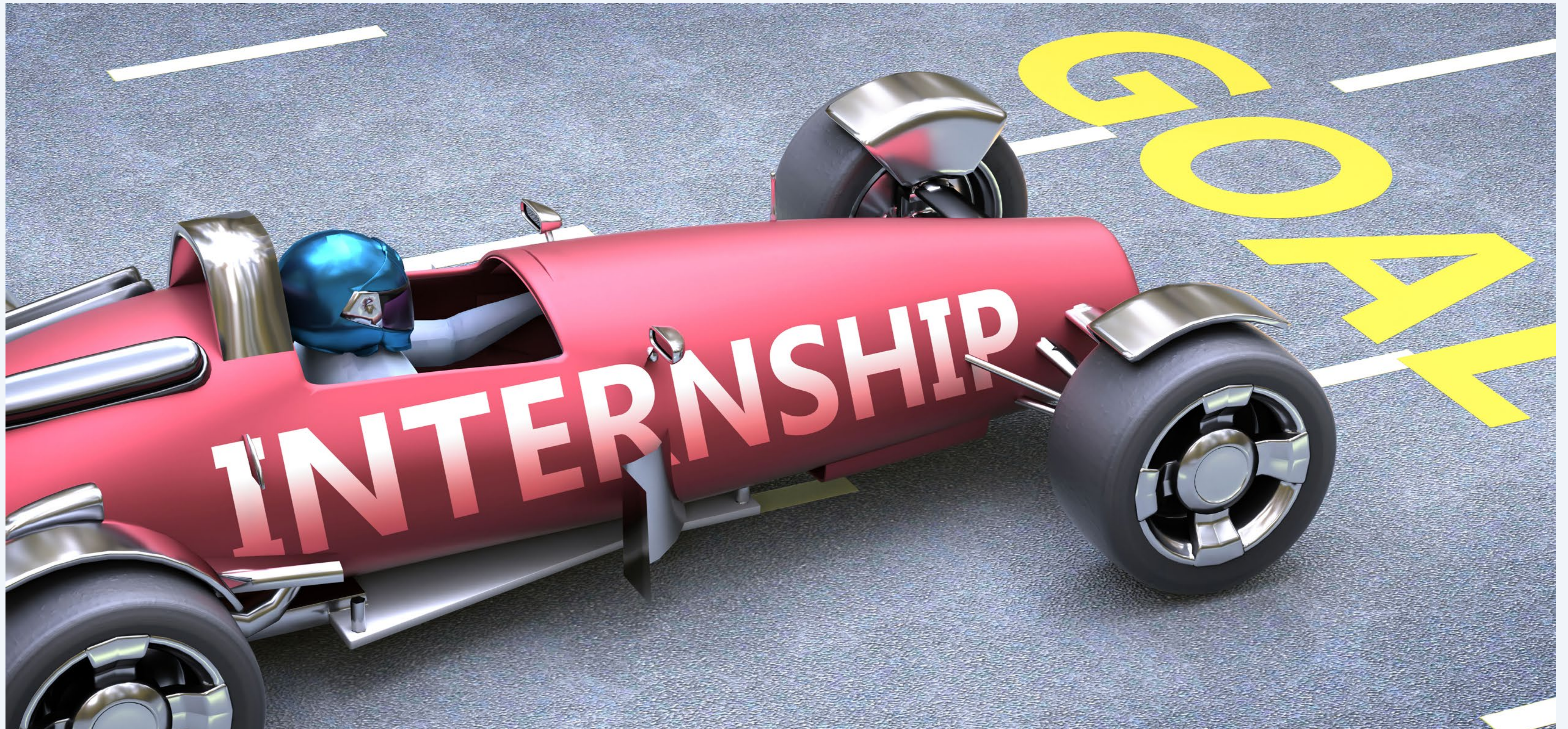


Mentor's Guide

for a Successful RIS Internship



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MENTOR'S GUIDE

for a Successful RIS Internship

21003 - RIS-Internship. RIS Internship programme:
broadening University-Business Cooperation

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Supervisor's guide

1. Introduction

In designing and developing their degree programmes, universities always strive to provide the most practical training possible. After the theoretical foundations have been taught, the yardstick for the usefulness of the education is clearly practical applicability. The goal is for students to leave their alma mater with knowledge they can apply.

To this end, universities are building an extensive network of contacts with companies willing to host students for internships. The advantage for the companies is that they get a new employee on more favourable terms, whom they can employ on a long-term basis after his or her training. Of course, the training period, i.e. the time when you prove your professional knowledge and skills in practise, is time-consuming. But when the internship is over, the student is already familiar with the company's operations and can be trained further. It is a great advantage for students to be able to apply what they have learned theoretically in the company. It is also common for students to write their final thesis in the same company where they did their internship.

The purpose of this guide is to provide mentors with an overview of the following topics:

1. Policy of the EIT RawMaterials regarding the internship
2. The concept of "T-shaped professional"
3. What is an internship
4. Features of internship
5. Features of the Mentor
6. Tasks of the Mentor
7. Roles and responsibilities of the mentor
8. Steps to design the program of the internship
9. How to benefit the most from the internship programme as a mentor?
10. How to choose the right students?
11. Evaluation and feedback
(Mentors's report guidelines)
12. How to design a proper work assignment for a trainee?
13. The significance and application of Bloom's taxonomy as a tool for defining proper work assignments
14. Development of Social and Civic competences
15. The ten Concerns of Mentors – effective mentoring.

This guide provides instructions for interacting with students and successfully supervising the internship. The functions, duties, and responsibilities of the mentor are described in detail. However, the student application process and the evaluation and feedback method are also discussed. At the end, the 10 concerns of mentors are defined as to how you can create effective mentorship.

The aim of this guide is to train internship mentors to organise and conduct an efficient and successful industrial internship for workers who have little or no expertise in pedagogical and training methodology issues and to find the common language with the generation X-Z.

The guide will help to internship mentors to prepare and to effectively organise and manage the internship by:

- giving the intern an appropriate work assignment in a structured manner,
- applying the theoretical background to define appropriate intended learning outcomes,
- guiding the intern to achieve the learning outcomes defined for the programme,
- describing appropriate personal skills and sociocultural competencies to be developed by the intern,

- applying competency assessment schemes to evaluate the intern's performance,
- developing appropriate solutions to potential conflicts,
- explaining the company's work culture/ environment to the intern,
- dealing with intercultural problems during the internship.

The main targets of this current training material for internship mentors are building skills

- to set up a working assignment for the intern in a structured way;
- to direct the intern towards reaching learning outcomes defined;
- to efficiently supervise the intern and his/her progress;
- to recognise appropriate personal skills and socio-civic competences to be used and developed with the student;
- to evaluate student's performance;
- to successfully manage potential conflict;
- to catalyse the adjustment of the intern to the working culture/environment prevailing in the organisation.

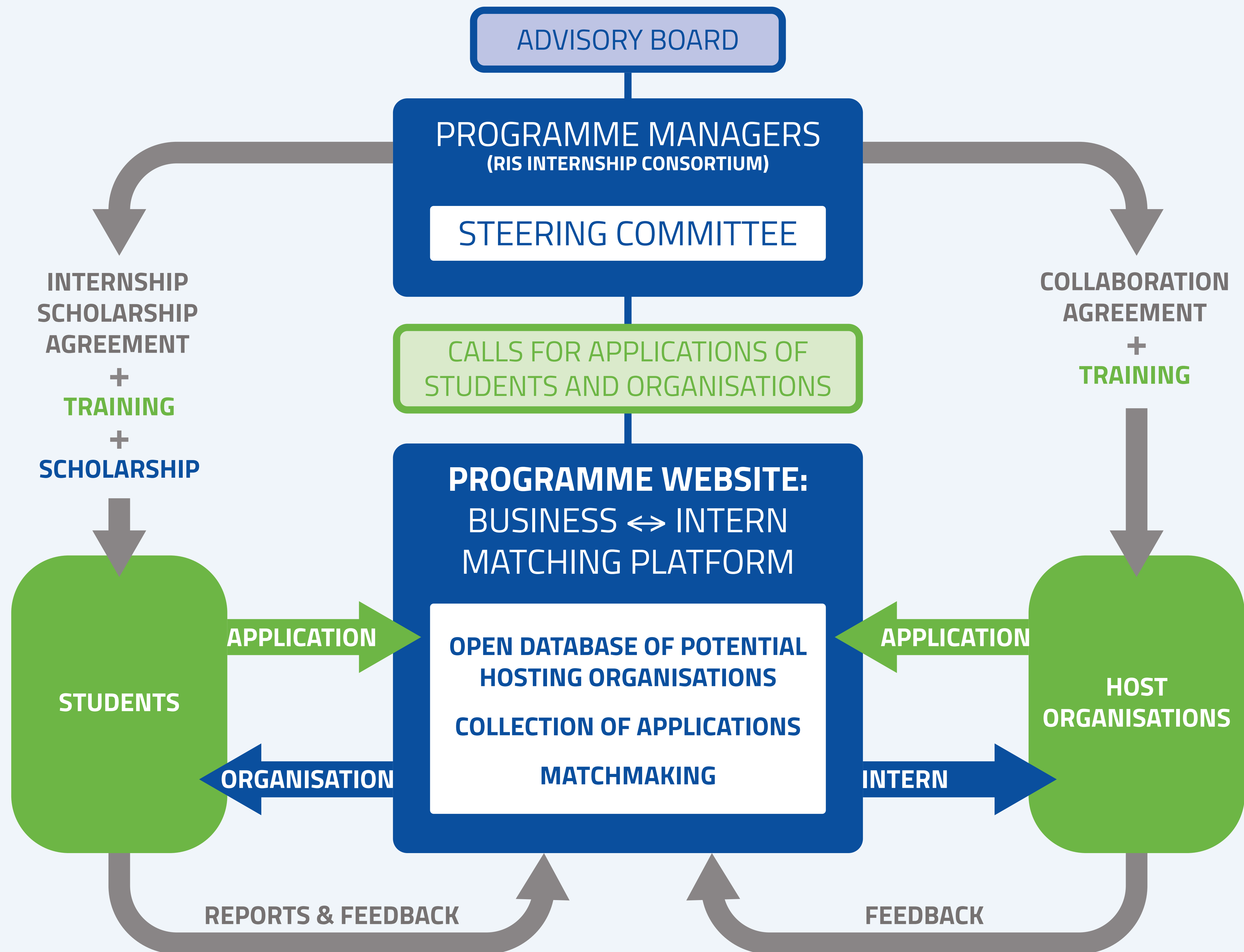


This guide is written to help the organization and execution of student internships within the frame of the RIS Internship project. The main objective of the project is to provide a flexible and streamlined network of internship positions for students studying at raw materials-related master programmes in the ESEE region. At least so important goal of the project is to establish the contact between the motivated students and the non-academic partner (industry, research organisation or other institution) for future professional cooperation. The main tool to reach these goals is an intern matching platform run and managed by the RIS Internship project.

Consortium partners of the project are:

- University of Zagreb – Faculty of Mining, Geology and Petroleum Engineering (UNIZG-RGNF),
- National Technical University of Athens – NTUA,
- Politechnika Wroclawska (Wroclaw University of Science and Technology, WUST),
- Tallinn University of Technology,
- Technical University of Kosice,
- Technische Universität Bergakademie Freiberg (TUBAF),
- Université de Liège,
- University of Miskolc,
- Zavod za gradbenistvo Slovenije, ZAG (Slovenian National Building and Civil Engineering Institute).





1. Figure Organizational structure of the RIS Internship project Source: <https://www.ris-internship.eu/>

2. Policy of the EIT RawMaterials regarding the internship

Since the RIS Internship project is a project under the EIT RawMaterials, it is important to mention its main objectives and policies why the EIT RawMaterials puts emphasis on such kind of cooperation.

The EIT RawMaterials is the largest R&D&I community in the world with its 122 members from the fields of education, research and industrial partners.

EIT RawMaterials integrates disciplines, diversity and complementarity across the entire raw materials value chain and along the three sides of the knowledge triangle. The EIT RawMaterials partnership includes over 120 Core and Associate partners who are leaders in their fields.

The knowledge triangle, i.e. the collaboration between the industrial partners, research institutions and universities is a key concept of the EIT in general. Student internship as it is understood by the RIS Internship project is a direct education and cooperation link between the university and the industrial partner, or between the research institution and the university.

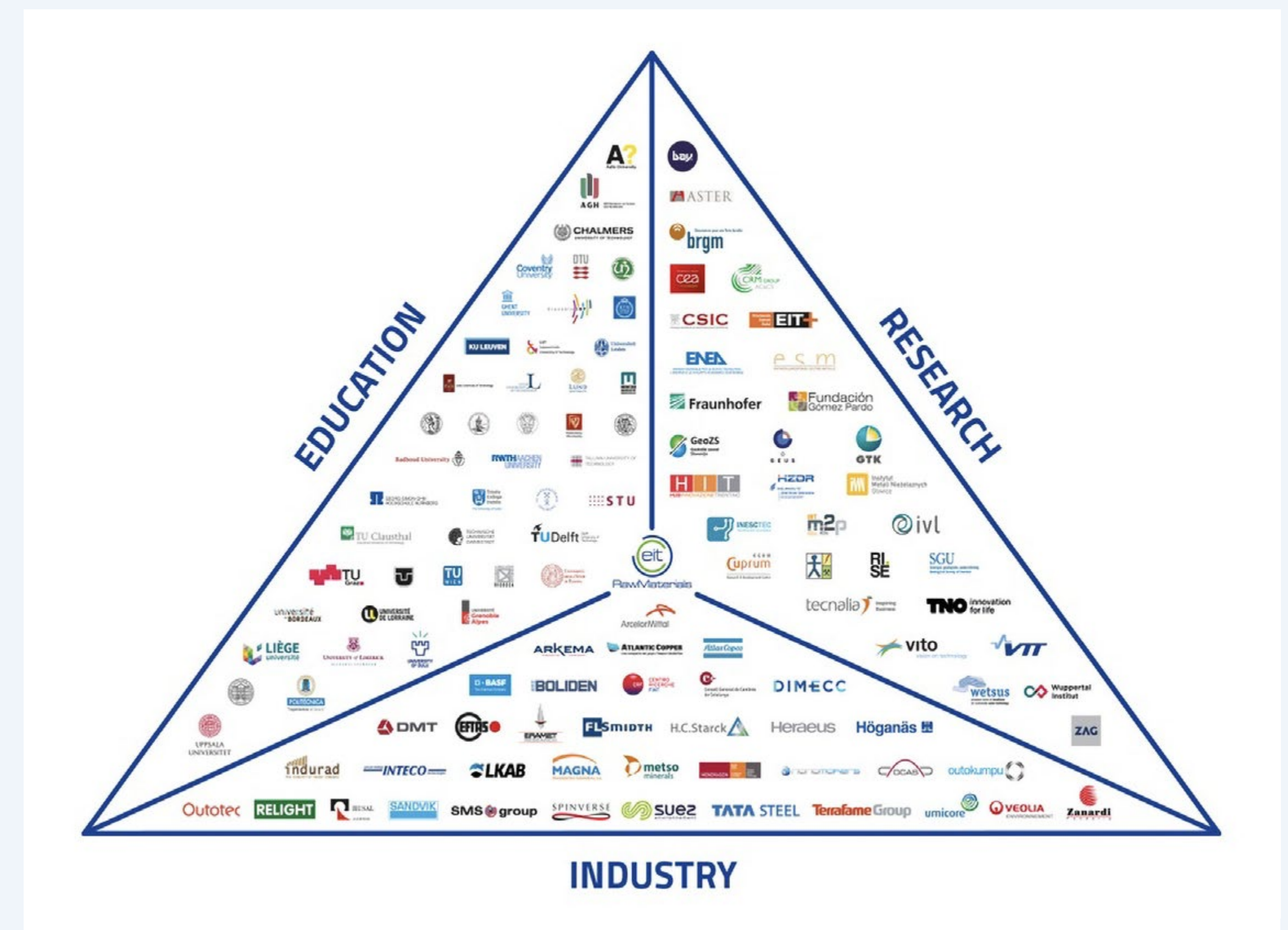


Figure 2. The Knowledge triangle for the EIT RawMaterials.

Innovation and entrepreneurship are the two key competences which the EIT encourages to develop in university programmes. The EIT RawMaterials organizes events and actions to promote and develop these competences (e.g. RACE, Jumpstarter), however, an important goal is to broaden the impact. Therefore, the RIS Internship is an efficient tool to enhance the education goals of the EIT RawMaterials, giving the opportunity to ca. 100 students per year for an international internship within the ESEE region.

3. The concept of “T-shaped professional”

A key concept of the European Institute of Innovation and Technology (EIT) for its education activities is the “T-shaped professional”. The T-shaped professional certainly should have deep and profound technical knowledge, but on the other hand should have cross-functional skills also such as teamwork, communication and critical thinking. The main goal of the T-shaped professional concept is to help students improve their innovative and entrepreneurial skills and to become a flexible, creative and cooperative member of a workplace community.

The T-shaped professional has a strong entrepreneurial mindset, thorough knowledge of interns’ field, and a solid understanding of the difficulties encountered throughout the commodity value chain. This mindset, open to social and civic issues as well as other disciplines, is necessary given the complexity of the commodities sector.

During the internship, a student’s professional competence can be efficiently built in a T-shape.

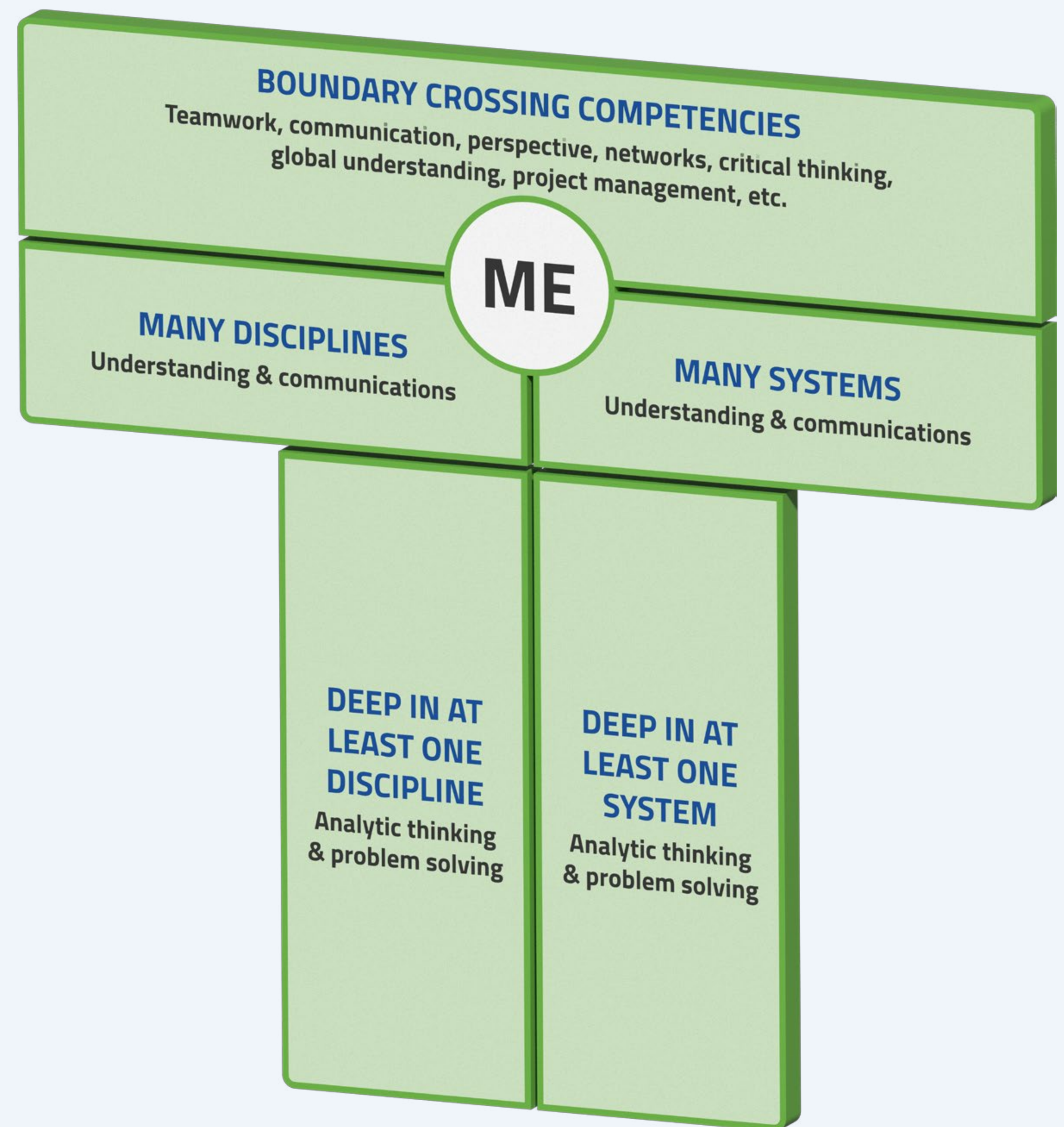


Figure 3. The concept of a T-shaped professional

Source: <https://careeredge.bentley.edu/> (2015)

To describe the skills of trainees, the metaphor of “T-shaped skills” or “T-shaped people” is often used in job placement. The horizontal bar on the T symbolizes

the ability to work interdisciplinarily with professionals and apply knowledge in areas other than one's own, while the vertical bar on the T represents the depth of relevant skills and expertise in a single area.

4. What is an internship

According to NACE (National Association of Colleges and Employers), an internship is defined as: *"a form of experiential learning that integrates knowledge and theory learned in the classroom with practical application and skills development in a professional setting. Internships give students the opportunity to gain valuable applied experience and make connections in professional fields they are considering for career paths; and give employers the opportunity to guide and evaluate talent."* (<https://www.nacweb.org/>, 2011)

An internship can influence and change the future of the intern. The intern receives the theoretical foundations in university and this knowledge is further developed through the practice. In the company or RTO (research technology organization), the student receives a first reflection on the existing knowledge, skills and abilities. It is easy to confuse the different competence definitions, so it is important to define them appropriately.

Knowledge can be defined as a structure of information that already exists and can be built upon and applied in solving tasks.

Skills are something else, that can be acquired through practice and training. It is necessary to identify, develop and use the appropriate skills for each project. Skills are measured in dealing with information, tasks, or people. They can be divided into verbal, manual or mental skills to achieve a goal.

Skills can be expressed in terms of *abilities*. Usually, abilities are the tasks that are done while working. The main difference between skills and abilities is that ability is the capacity to perform a task, while a skill is the actual performance.

During the internship, students acquire new knowledge, skills and abilities and can make great progress and take a big step towards their future career. In a multinational environment, there may also be cultural differences. For example, in daily communication, in the use of words. It is important to understand, communicate and interact with people from other cultures.

If we go more in the details of what is an Internship, we can find that it is understood differently in different countries or regions of the world and even within the EU.

Internship can be a mandatory or voluntary part of the university training programme completed at a non-academic entity between the semesters. This is a regular practice in several ESEE countries such as Hungary, Croatia or Poland. The main goal of this internship is to gain practical skills and competences at an industrial partner, to take part in the day-to-day processes. Length of the internship in this case is limited to 4-6 weeks. Experience completed at the industrial partner may serve the basis for a thesis work later.

Another approach is where the student completes an internship as a mandatory part of the training programme during a semester, first of all during the last semester, completing the thesis work. The internship in this sense is more focused on a research or development work in the topic of the thesis, rather than to gain experiences from the day-to-day practice of the industrial or RTO partner. This approach is typical for several Western-European universities, but may be applicable in the ESEE

region as well. The length of the internship in this form varies from a few weeks to the whole semester.

A third approach is if the student takes a break in studies to complete an internship at the non-academic partner or does the internship just after the completion of the studies. Internship in this form is usually several months long and the main objective for the student is to gain experiences to become a competitive employee at the company or in this kind of industry.

An internship may be part of the student's studies, it may be a voluntary experience, or it may be a part-time job. The intern is expected to become an active member of the workforce and be given tasks, limited responsibilities, and rewards. If the student is paid like another employee, we can talk about a part-time job. The main difference between the part-time job and the internship is that the internship is an essential part of the professional training with the corresponding *learning objectives and supervision*. It is the learning objectives and supervision/mentorship that elevate a volunteer activity to the level of an internship.

There are at least two people responsible for the student's progress regarding the internship, i.e. a mentor teacher or supervisor at the university and a mentor at the company. It is common for students to write their thesis in the same company where they spend their practise time. In this case, the process is as follows: the mentor at the university can provide the framework for the thesis, and the practical mentor at the host organization can be a great support to find and describe the practical aspect.

Students can feel internship like a volunteer experience, when in some cases, internships can be unpaid. Unlike a university-organised internship, an intern is expected to follow a set of work schedule and have the same responsibilities as an employee.

Whichever option the intern chooses, he or she will gain many new experiences, enrich his or her skills, and embark on a path of experiential learning in which the mentor will constantly guide the student.

Experimental learning is particularly important in engineering education. Experiential learning is the principle of effective education, in which universities and supervising

companies jointly provide students with practical and functional learning opportunities. Experiential learning includes all types of practice-based learning opportunities. Experiential learning opportunities come in a variety of course-based and non-course-based forms and can include student research, practice in abroad, and concluding experiences such as internships. We can say during experiential learning students are involved in a process of learning by doing. This field has evolved and changed greatly in last years (Seaman et al., 2020), e.g., in practical training of sustainable engineering, concurrent engineering, mineral exploration and development, etc.

There is a gap in the market for gaining hands-on field experience (valamis.com, 2022). Through these experiences and reflection on them, students are better able to connect theories and knowledge learned in the university to real-world circumstances. When theory meets practice, it's a great strategy for future engineering education. Students should be encouraged to cultivate technical knowledge, necessary skills and abilities and creative engineering solutions.

It is a student-centered and process-oriented method of instruction that promotes and supports opportunities

for students to engage in creative thinking, innovative projects through the responsible use of today's cutting-edge technologies. Experiential learning involves the community by emphasizing collaboration, active learning, and leadership in an out-of-school setting where students actively take responsibility. Internships should be organized by the host organizations therefore to provide the opportunity for the students to do experimental learning and not simply to participate in the day-to-day work processes.

With experiential learning opportunities students will gain (Kent State University, 2018):

- "A better understanding of course material,
- A broader view of the world and an appreciation of community,
- Insight into their own skills, interests, passions, and values,
- Opportunities to collaborate with diverse organizations and people,
- Positive professional practices and skill sets,
- The gratification of assisting in meeting community needs,
- Self-confidence and leadership skills."

Students definitely learn faster when they are highly engaged and involved. This makes learning a personal process. As Sir Richard Branson says,

"You don't learn to walk by following rules. You learn by doing, and by falling over."

5. Features of internship

This section summarizes a few important aspects where are the short-term or long-term benefits to the host organization to receive interns. This chapter also highlights that internship means a milestone in the lives of students and why it is important to ensure a meaningful internship.

Internships play an important role in the university curriculum and are also part of a formal education programme. It can be considered as an educational activity that aims to provide a practical approach for students. During the internship, the interns' knowledge, skills and abilities improve so that they can achieve the required qualification at the end of their studies. In order to provide a quality internship, it is important to meet the expectations of the industry, in other words, what the

interns should definitely know when after graduation they start to work.

Internships linked to the academic programme may last from a few weeks to several months, usually along with the semesters. It may vary greatly in different countries. An intern works in a company for a specified period of time, is involved in extensive projects, and becomes an integral part of the company. A longer-term internship allows also the mentor to train the potential employee. If the intern and the mentor can work well together, the internship shall end with a full-time job.

The case for establishing a trainee program is compelling (shrm.org 2022):

- Employers who hire interns obtain relatively inexpensive labor at the cost of training them.
- Employers gain access to a pool of potential employees.
- Employers get to know the knowledge, skills, and abilities of potential employees much better by watching interns in action than by just reading resumes or applications.

- Employers can raise their profile, improve community relations, and boost morale through internship programs.

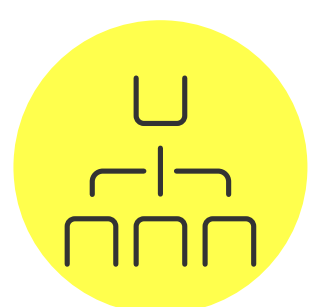
The mentor can make a major contribution to the student's practice. Most likely, the internship will be the students' first hands-on experience working with business specialists. They will have the opportunity to observe and learn from professionals for the first time, and they will get an overview of the day-to-day workings of a company. Internships can help students gain valuable work experience, fulfill university requirements, and provide an idea and a practical component for the senior thesis.

The mentor is assigned to a student and invited to work with them. It is a great opportunity for long-term cooperation between the company and the university. During the internship, current problems from everyday life in the industry and the company are discussed and cases with possible solutions are also presented. This is real experiential learning where the work of the intern can be observed. The mentor can provide a high level of collaboration and improve the various skills and competencies of the intern. The intern learns about a whole

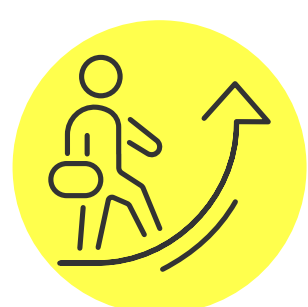
new world in terms of human relations, professional challenges, and work culture.

The mentor should teach the intern how to behave, how to interact with others, and what the company's core values and mission are. After a while, the intern will get used to the company atmosphere.

The mentor and the intern should agree on the purpose and tasks of the internship. It is worth working on a convergence of ideas, as this will allow the mentor to identify intern's strengths and weaknesses in a short period of time. The strengths should be built upon, as this will give the intern a sense of accomplishment, while the weaknesses should be developed. The following topics are recommended for determining for the mentor company for an accurate internship:



Internship position



Internship objectives



Tasks, duties and responsibilities



Expected qualifications



Compensation

Summarizing the characteristics of an internship from the mentor's perspective, it is an excellent opportunity to nurture a talented student and provide a challenging work experience. Great emphasis should be placed on planning and setting up the internship. Since this situation is completely new for the student, you should provide a good orientation focusing on the company culture, internal hierarchy and communication rules, office procedures, etc. In addition, customized training on the specific tasks is required.

It is beneficial to hold regular meetings (at least weekly) where the mentor can provide ongoing feedback to the intern on his/her daily work. These meetings provide ample opportunity for the intern to ask questions, review the fulfilment of goals and outcomes, and exchange ideas with other colleagues.

In the long run, it pays to give interns the opportunity to observe professionals in action, e.g., staff and client meetings, conference workshops. Interns can learn a lot by understanding the career paths of professionals. The mentor can help the intern evaluate the entire internship and reflect on the learning experience, recognise and acknowledge the intern's contributions, and assist

with networking, and provide follow-up (e.g. a letter of recommendation) as needed.

It is a unique professional development chance for the intern where the mentor's guide has a great importance.

6. Features of the Mentor

Differences between the mentor and supervisor

Before describing the characteristics of a mentor, it is worth discussing the conceptual differences between mentor and supervisor. In everyday language, the two definitions are often confused.

One of the most important differences between mentoring and supervising is that supervising focuses more on the long-term development of a person, while mentoring is often task-oriented (e.g., the completion of a dissertation, a practice). In mentoring, a person offers support and knowledge to a less experienced team member.

A mentor acts as a teacher. Throughout the internship, the mentor provides advice to help the intern to achieve

desired results. The development of practical knowledge and skills should be emphasized.

A supervisor is a person or group who performs a task to ensure that the work is done properly. Quality assurance is the primary goal, with an emphasis on reflection and review. A supervisory relationship and a mentoring relationship are similar. However, the mentor helps the student connect their work to what they have learned in theory.

In the frame of the RIS Internship, persons from the host organization who take care about the interns – “internship trainer” – are completing the role of a *mentor* and not a supervisor. Supervisor is rather a person from the sending university who takes care about the overall professional development of the student.

Through the practice of mentoring, a professional provides support and expertise to a less experienced student. A mentor acts as a teacher, advisor, and facilitator. Over time, mentoring creates a professional connection that is beneficial to both parties.

The goal of mentoring is to develop a promising career, not to improve an underperforming career. Mentoring is an opportunity to give back to the organization and the sector by imparting knowledge to emerging leaders and innovators.

While having a good supervisor is crucial, having a mentor may make the internship experience outstanding. A supervisory relationship and a mentoring connection are comparable. However, through reflection, the mentor helps the student make the connection between what they are doing in the workplace and what they have learned in university. A wonderful way to do this is to have the intern do a self-assessment regularly through the internship. By accompanying the intern to networking events or professional development opportunities and motivating them to go beyond their comfort zone, a mentor can also help the intern make professional contacts.

Skills for an internship mentor

An important goal for a good internship mentor is to enable to effectively manage and plan the internship process. This planning and management requires to define intended skills and associated learning outcomes

(LO) which are expected to reach by the trainee during the internship. The process how the mentor can define the intended skills and LOs are the major goals of the current guide.

Learning outcomes, by definition, are measurable skills and competencies that a person shall acquire over the course of a training program. Below are the general intended learning outcomes for the current training expected from the internship mentors:

1 Create a correct work assignment for the intern in an organized manner, and explain why the intern needs the correct assignment. ✓

2 Use the theoretical principles to specify the appropriate intended learning outcomes. ✓

3 Detail and understand the meaning of learning outcomes, and the difference between intended and achieved LOs. ✓

4 Guide the intern to achieve the LOs during the internship. ✓

5 Help to find the solution to decrease the gap between intended learning outcomes (ILOs) and achieved learning outcomes (ALOs). ✓

6 Provide regular feedbacks. ✓

7 Describe appropriate personal skills and socio-civic competences. Explain why these skills are critical for students. ✓

8 Insure a beneficial training environment for the students in order to develop social and civic competences. ✓

9 Explain the company's work environment and culture, policies and procedures. ✓

If we summarize the characteristics of the mentor, we can say that the following are not part of mentoring:



When working with students as a mentor? the following can be important:

- be open and honest, and always behave consecvently.
- Since many students find it difficult to ask to be their mentors, be prepared to do so.
- Since more experienced students or postdocs can provide helpful support, encourage students to seek peer mentors as well.

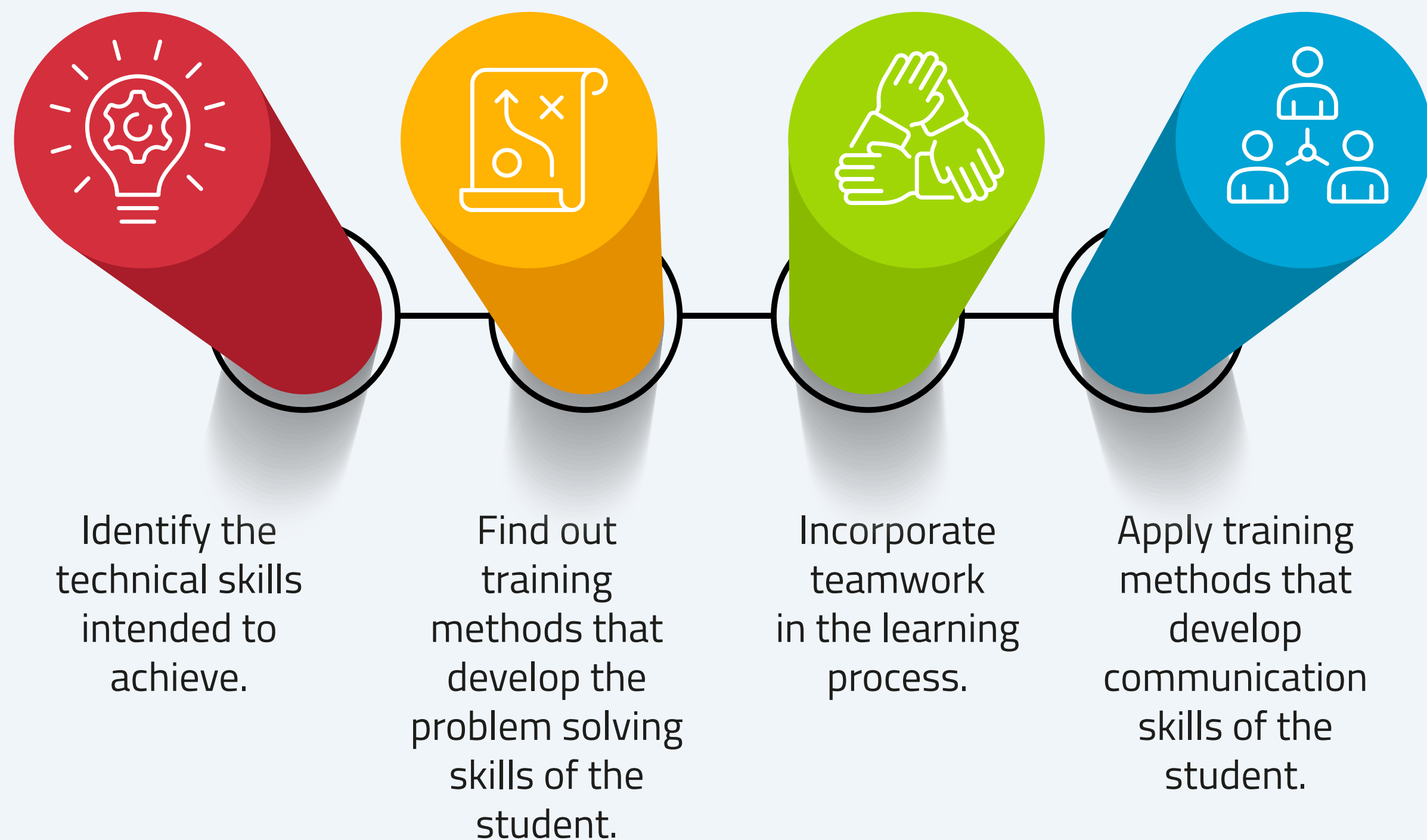
Perhaps the most important thing is the openness of the mentor. After all, imparting knowledge is a beautiful profession, and it is possible to train the future colleague of the company.

7. Tasks of the Mentor

Identifying the internship work assignment by a proper set of learning outcomes for the intern and monitor the learning process is the most important task of the mentor. Learning outcomes describe what a student should know, understand, and be able to do after completing a learning process (Vlasceanu, Grunberg & Parlea, 2007). What students will accomplish upon successful completion of their internship is listed in the Intended Learning Outcomes (ILOs). Student activities are examined and assessed during the internship, and we receive the results of the learning outcomes achieved (ALOs). Skills and competences achieved by the student can be measurable when comparing the achieved learning outcomes with the intended ones.

Content and resources of the training process should be selected to promote student engagement and completion of learning tasks to support achievement of the ILOs.

The four pillars of defining well-functioning learning outcomes are:



In problem solving, interns are exposed to real-world scenarios where they must evaluate different approaches. The student can put their theoretical understanding into practise. Their technical skills will develop and they will be able to perform some tasks independently. They will be able to work with professionals throughout the internship and develop significantly in the areas of communication and teamwork.

Learning objectives are precise, concise statements of specific knowledge or skills that the intern hopes to acquire through the experience. A well-written learning

objective also includes an explanation of how the learning objective will be achieved and what criteria will be used to determine if the acquired knowledge or skills have been mastered.

The following example shows how to determine an appropriate work assignment for the student.



8. Roles and responsibilities of the mentor

A good mentor has the following qualities: competence and expertise, strong teaching and interpersonal skills, and the motivation to improve relationships with students.

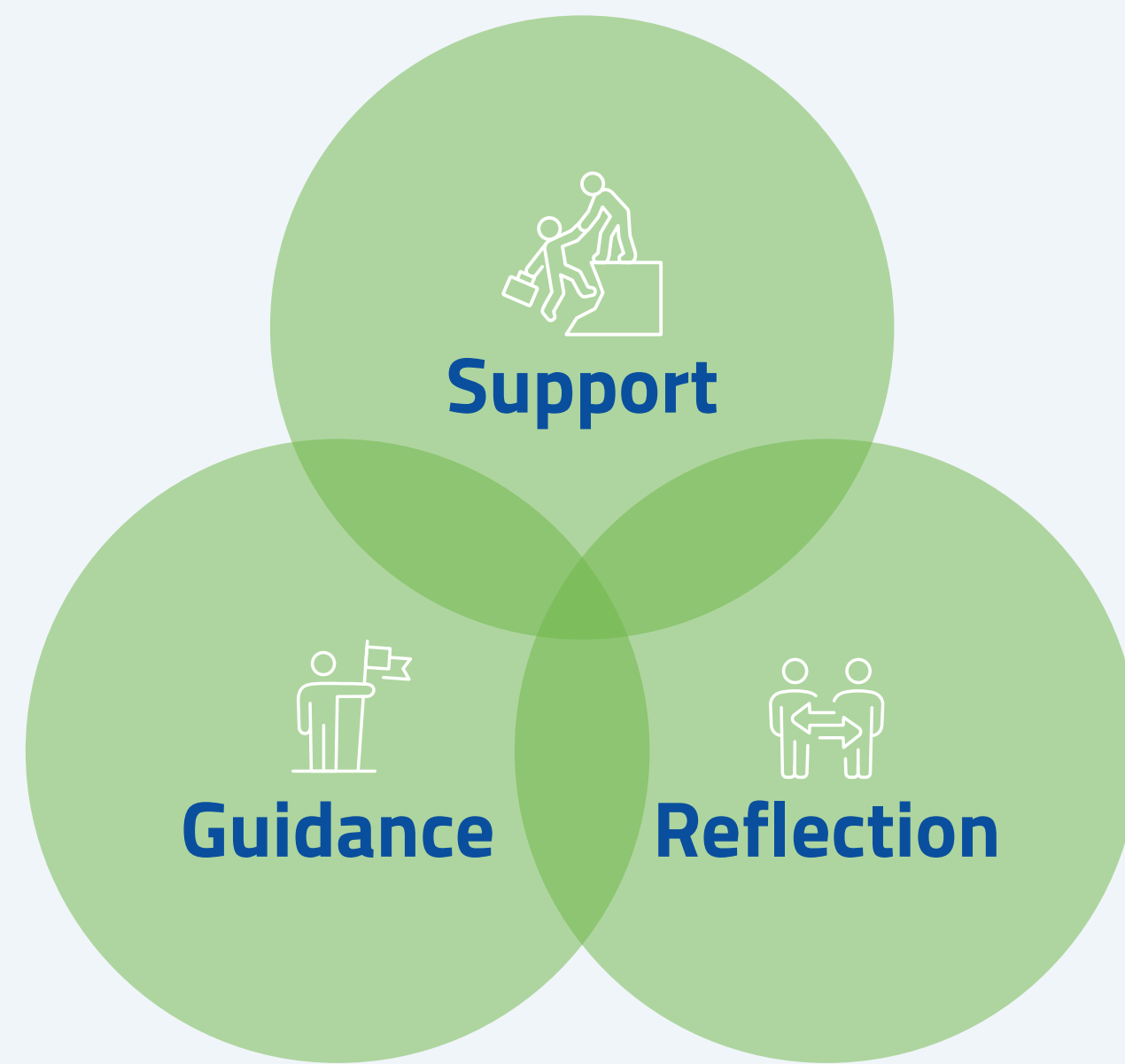
Boston College summarizes the roles that the mentor may fulfil¹:



- Advocates – provides support and increases awareness and visibility of the organization.
- Acquires resources – points the student to important reading, opportunities, or experiences.
- Acts as a role model – offers advice on how the student should make the tasks in the organization.
- Advises – shares institutional and professional expertise, evaluates performance, and makes recommendations.
- Coaches – helps students to develop new skills and behaviors.
- Protects – helps students to discover new opportunities in the organization while protecting them from negative influences.
- Supports – listens sympathetically, clarifies unspoken policies, and accepts setbacks and victories.

A mentor combines affective support with teaching in professional behavior and activities. Three components make up teaching or mentoring practices that can improve learning outcomes:

¹ <https://www.bc.edu/content/dam/files/centers/cwf/individuals/pdf/MentorGuide.pdf>



Supporting a student is essentially acknowledging and highlighting talents while reflecting calmly and compassionately on student's weaknesses and areas in need of development.

In *guidance*, the mentor should provide the student with new perspectives or methods by talking to them, asking them what they think of the proposed strategy and whether another strategy would be more appropriate.

Reflecting means a communication with the students, it means to inquire about feelings, thoughts, and the extent of fears in a particular situation.

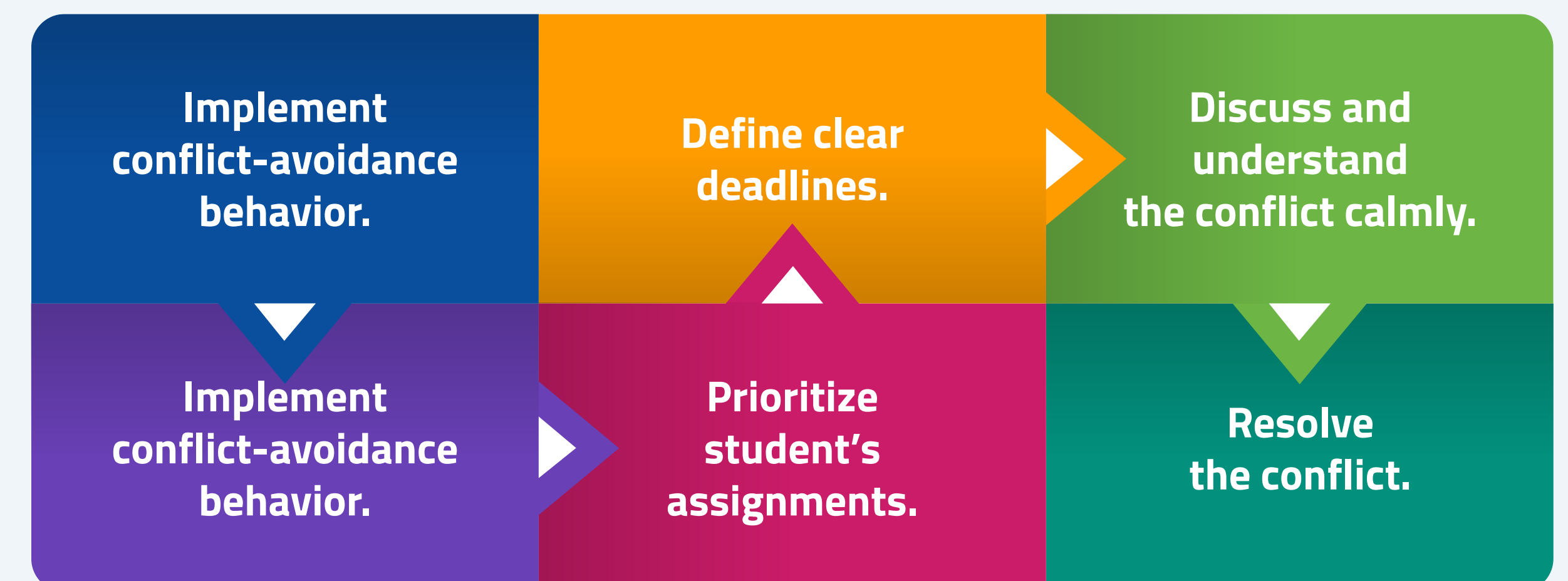
Leading by example, giving clear instructions, linking theory and practice, having analytical skills, working with

others to solve problems cooperatively, and listening actively are some of the useful qualities of a mentor.

Rigidity, lack of empathy, lack of support and failure to recognize the student's needs, indirectness, lack of tolerance, and emphasizing the poor aspects of a student's performance without acknowledging the positive aspects are harmful behaviors to avoid.

It is quite normal for people to argue and disagree at work.

Even occasional disagreements are acceptable as long as they are handled politely and with respect. Here are some tips on how to handle it.



You may not need to inform your manager if you are able to resolve the disagreement. Getting along with everyone is a challenge every day.

9. Steps to design the internship

Careful planning is part of a good strategy. On the one hand, the internship is extremely important to the student because it is likely to be the first professional experience beyond the university, which may have a significant impact on the future carrier. Therefore, the internship should be meaningful. Your interns are searching for experience in a field they are passionate about. The intern has mainly theoretical knowledge; this will be the first practical experience, and one day he/she may work for the company. Instead of designating the intern as the go-to person for picking up the coffee, plan the program for them. On the other hand, the student will become an active employee of the company, so efficiency is critical. That is why interns represent a great potential for companies. You can foster the growth of an inexperienced person who could one day become an important member of your team by training and working with interns.

In order to recruit talent that can benefit your company, it is important to set up an appropriate program and reward your interns. The following steps are necessary to develop a good professional internship. First, we need to decide what the learning objectives and outcomes

are, or more specifically, what the most important skills are students can acquire during their internship. Second, we need to develop a strategy to achieve those goals. Third, we start by finding and hiring qualified interns. Then the internship begins (4. step), and we supervise and instruct the intern (5. step) before evaluating the performance (6. step).



3. Figure Steps to design the internship

Learning objectives can be, for example:

Study some concrete processes in the company.

Work with a team on a project.

Transfer theoretical knowledge into practice.

Interpret personal strengths.



Then we need to define step by step how the intern can achieve these goals. It is a good practice to divide the tasks into subtasks that should be completed within a certain period of time (e.g. weekly).

It's important to give the intern feedback often so they can learn from it.

The majority of common internship placements provide the following:



10. How to benefit the most from the programme?

What are the benefits of an internship? Why should we care about interns? These are the most common questions from the corporate side. There are some commonly accepted justifications for the benefits of an internship to a company, but the answer depends on the company's policies, strategies and opportunities.

Employers occasionally lose sight of the importance of keeping their views current and up-to-date of industry developments because they are so busy running their business. Interns are a fantastic opportunity to offer fresh perspectives and ideas to your company. They often have latest knowledge in the field and, combined with a positive attitude, can be a source of new concepts and original answers.

By providing an internship, employers have the chance to:



Find new employees and lower hiring costs by offering a valuable, well-planned and well-managed internship.



Involve engaged students



Raise awareness of universities.



Promote students' personal and professional progress.



Strengthen university-business collaboration; support long-term R&D&I collaboration between the institution and the company.

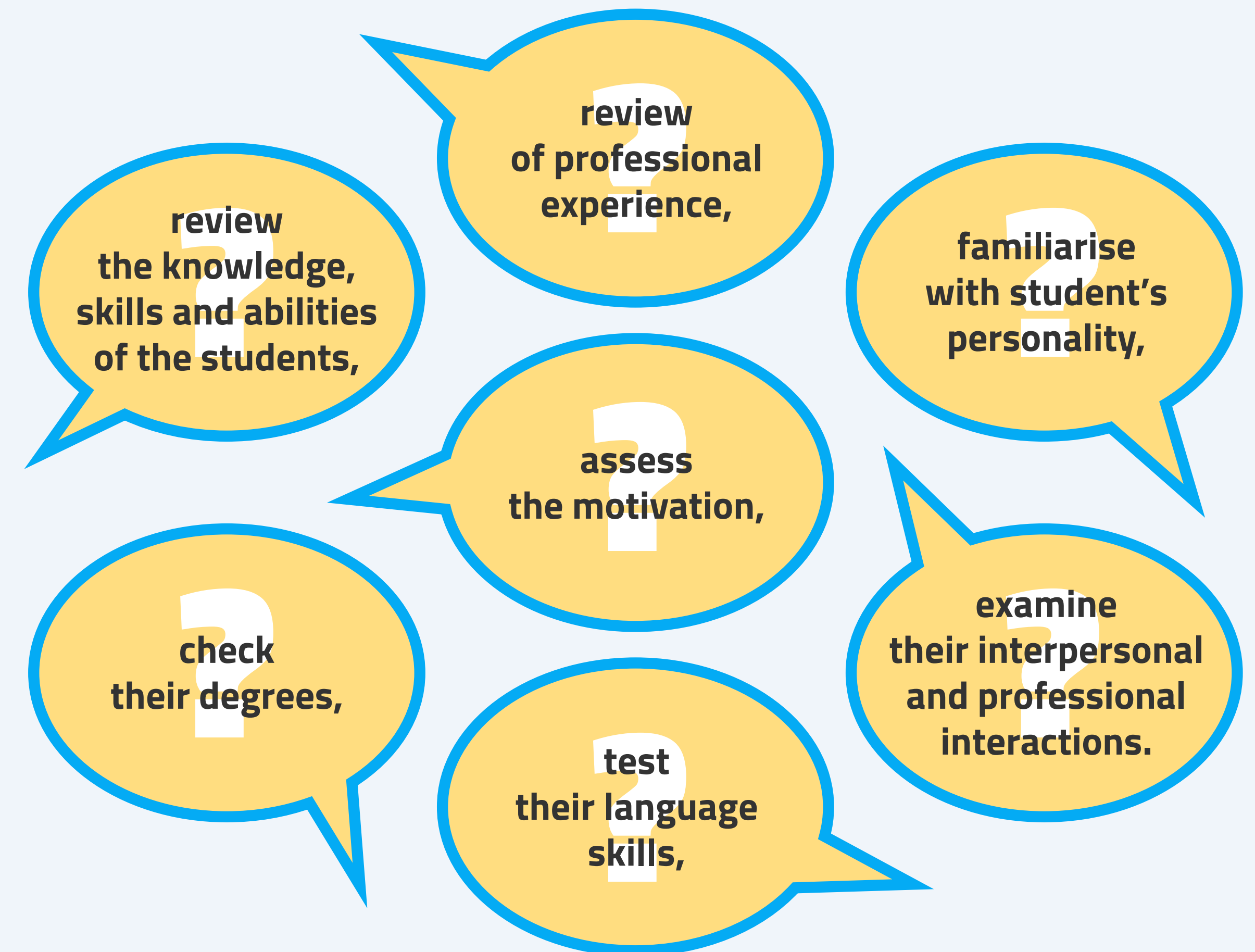
The internship is a great opportunity to support students' studies while training our future employees simultaneously.

11. How to choose the right students?

Recruiting interns can be difficult. A long-term goal is the first step in developing a great internship program. The goal is to find young, talented applicants who can develop into full-time employees. Even when applicants appear promising on paper, interviews often tell a very different story. Some students and recent graduates may show up at your office without knowing or caring anything about your company. Others may have excellent qualifications or experience, but demand high compensation. Still others may turn down an entry-level position that seems uninteresting to them.



It is critical to find and carefully select students who meet your company's goals and standards. Every applicant should undergo a professional assessment, and during the interview the following questions will come up:



In addition, during the interview it is advisable to explain the company, its goods and services, and the position you offer to potential applicants and address any questions they may have.

A good internship builds on the student's education, areas of interest, competencies, and skills. Effective communication skills and the ability to solve problems independently are critical. However, the most important factor is matching, i.e., creating an ideal relationship between mentor and student. Matching mentors and students can be done in three different ways: manual, self-matching, mixed. In manual matching, the program coordinator interviews the mentor and student before selecting who will match them. In self-matching, either the student or the mentor selects the other. Hybrid matching combines the first two techniques.













For the RIS Internship project universities organize Matching events where students and industrial partners can meet in time as an early step of the application and selection process. Consultation with the mentor and with coordinator from the university during the selection process is recommended in order to shortcut questions related to the applicants background or university expectations.

12.Evaluation and feedback (Mentor’s report guidelines)

In the following we present you a possible example for an evaluation and feedback from the intern’s work. Each part can be optionally modified and tailored to your company profile.

Identify three predefined learning outcomes that the student can achieve during the internship.

	 Strongly Disagree	 Disagree	 Neutral	 Agree	 Strongly Agree
The student made a strong effort to achieve all of the predefined learning outcomes.					
The student’s knowledge was relevant to the internship.					
The student’s skills were appropriate for the internship.					
The student’s skills improved greatly during the internship.					
The tasks performed during the internship were effective.					

	 Strongly Disagree	 Disagree	 Neutral	 Agree	 Strongly Agree
The students innovation skills improved greatly during the internship.					
The students personal skills improved greatly during the internship.					
The students social skills improved greatly during the internship.					
The student’s willingness to work in a team improved greatly during the internship.					
The student’s independence increased greatly during the internship.					
The student’s communication skills improved greatly during the internship.					
The student’s critical thinking improved greatly during the internship.					
The student successfully participated in a collaborative, meaningful work experience.					
The student has learned how to set appropriate goals.					
The student has learned how to organise activities in order to achieve goals.					
The student has learned how to avoid and how to deal with conflicts.					

What did you like about the student’s work?

Please name one idea that you will use in your job as a result of this internship.

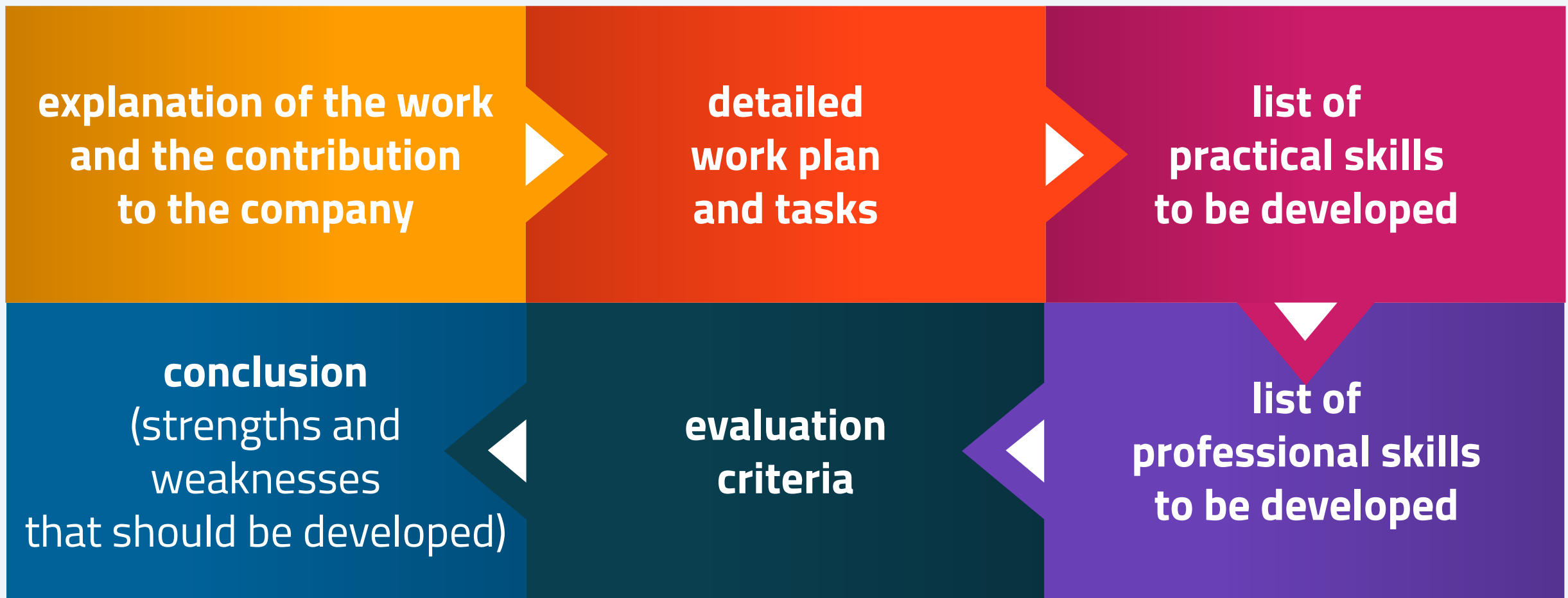
13.Proper work assignment

In the work assignment it is defined what is expected from the student. The internship assignment should include specific goals and objectives. It is important to discuss these in detail with the student. It gives a clear idea to the student, how to do the tasks and how to achieve the goals during the internship. Assignments are designed to provide students a framework for summarizing what they have experienced and learned during their internship and to help them make connections between their academic and field experiences and their future goals.

It is important to define the needs and capabilities and set the goals and guidelines for each task. The mentor should select the task that the student can accomplish. During the hiring of the intern, the actual orientation begins and the intern’s work is discussed. It is important to note that this is a learning process with continuous assessment so that the intern can make great progress.

Interns want to accomplish tasks and learn new skills. The type of *responsibilities* and supervision an intern will receive during their internship should be specified. This will make it clear what is expected of the intern and the

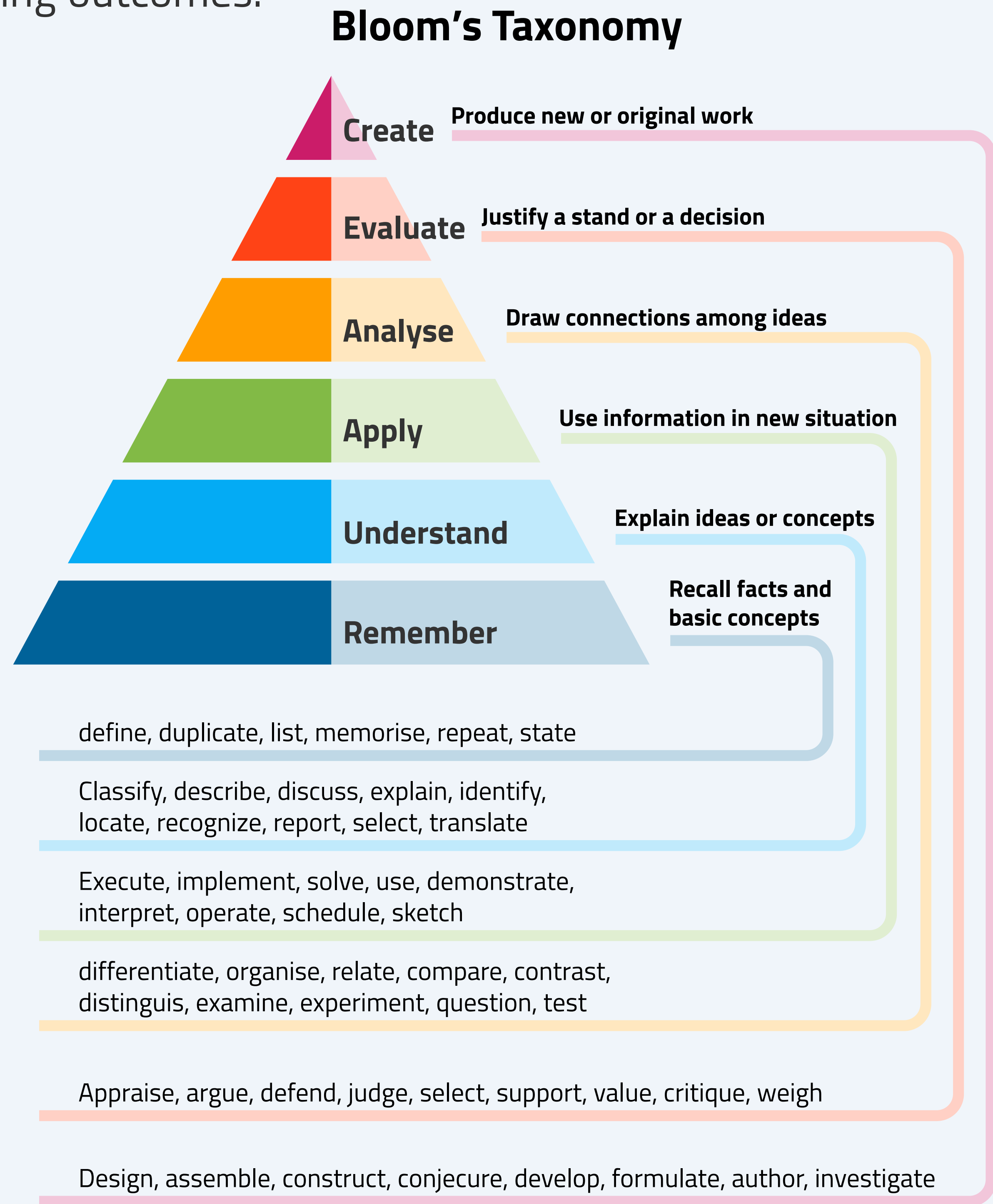
mentor. Both short-term and long-term assignments help develop important skills. Long-term tasks ensure that the intern has something to do all the time in order to be productive. While interns often do not expect to be constantly working on high-priority tasks, it's wonderful if you give them some responsibility for a worthwhile project. The part of the internship assignment can be the following:



An ideal internship strikes a balance between tasks that provide the intern with a rewarding learning experience and those that increase productivity within the organisation. For this, a well-defined work assignment that fits for the intern is essential. It is worth sharing this assignment with the employees working with the student as well. An appropriate internship assignment always focuses on the development that interns can achieve considering their degree, knowledge, skills and abilities.

14.The significance and application of Bloom's Taxonomy

Use Bloom's Taxonomy to help interns meet their learning outcomes.



4. Figure Bloom's taxonomy

Source: <https://www.valamis.com/hub/blooms-taxonomy>



Learning outcomes are based on Bloom’s Taxonomy of Learning, which describes how and why we learn. The taxonomy consists of six stages arranged in a hierarchy of learning. The first three stages are learning outcome targets for vocational training, while interhship for mas-
ter students should target learning outcomes fulfilling

requirements of the upper three stages. The latter ones obviously need more intellectual and professional work from the student.

create	find new perspectives on an existing problem or concept (you must evaluate before your create)
evaluate	create conclusions or judgments based on the data from your analysis and additional information (you must analyse to evaluate)
analyse	break down information into its component parts to make it understandable (you must be able to apply something to analyse)
apply	apply knowledge outside the context in which it was learned (you must understand before you apply)
understand	interpret, translate or paraphrase remembered information (you must remember before you understand)
remember	recall and identify facts

In formulating learning outcomes, it is important to consider both the desired outcome of the learning process and the standards against which success can be assessed. Therefore, to demonstrate that a skill has actually been learned or that the desired outcome has been achieved, your learning outcomes should include action words that relate to one or more of the six levels of learning. These verbs can be used to identify each taxonomy level.

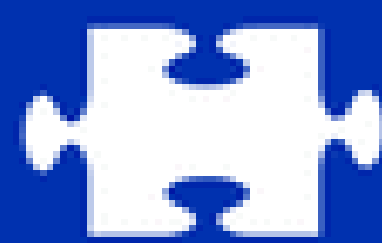
BLOOM'S TAXONOMY DIGITAL PLANNING VERBS

REMEMBERING



Copying
Defining
Finding
Locating
Quoting
Listening
Googling
Repeating
Retrieving
Outlining
Highlighting
Memorizing
Networking
Searching
Identifying
Selecting
Tabulating
Duplicating
Matching
Bookmarking
Bullet-pointing

UNDERSTANDING



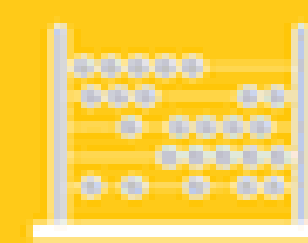
Annotating
Tweeting
Associating
Tagging
Summarizing
Relating
Categorizing
Paraphrasing
Predicting
Comparing
Contrasting
Commenting
Journaling
Interpreting
Grouping
Inferring
Estimating
Extending
Gathering
Exemplifying
Expressing

APPLYING



Acting out
Articulate
Reenact
Loading
Choosing
Determining
Displaying
Judging
Executing
Examining
Implementing
Sketching
Experimenting
Hacking
Interviewing
Painting
Preparing
Playing
Integrating
Presenting
Charting

ANALYZING



Calculating
Categorizing
Breaking Down
Correlating
Deconstructing
Linking
Mashing
Mind-Mapping
Organizing
Appraising
Advertising
Dividing
Deducing
Distinguishing
Illustrating
Questioning
Structuring
Integrating
Attributing
Estimating
Explaining

EVALUATING



Arguing
Validating
Testing
Scoring
Assessing
Criticizing
Commenting
Debating
Defending
Detecting
Experimenting
Grading
Hypothesizing
Measuring
Moderating
Posting
Predicting
Rating
Reflecting
Reviewing
Editorializing

CREATING



Blogging
Building
Animating
Adapting
Collaborating
Composing
Directing
Devising
Podcasting
Wiki Building
Writing
Filming
Programming
Simulating
Role Playing
Solving
Mixing
Facilitating
Managing
Negotiating
Leading

5. Figure Bloom's taxonomy digital planning verbs Source: <https://www.teachthought.com/learning/what-is-blooms-taxonomy/>

The primary objectives of this current training material for internship mentors are to develop skills in the following areas:

- structuring a work assignment for the intern,
- guiding the intern to achieve learning outcomes,
- effectively monitoring the intern's progress,
- identifying appropriate personal skills and sociocultural competencies to be used and developed with the student,
- evaluating the student's performance,
- and successfully completing the internship.

15. Development of Social and Civic competences

Understanding different points of view, tolerance, empathy, and understanding the norms of behavior in different situations and societies are essential components of social competence. The ability to interact with other members of society, demonstrate solidarity, and show interest in solving problems facing a local or larger community are among the core competencies of civic competence.

The internship is a great environment for students to develop their social and emotional skills as they meet new professional partners and people from different social backgrounds, face new problems, and work in an environment where they must follow rules.

However, the UN Sustainable Development Goals (SDGs) and the idea of social responsibility are two important frameworks that can be used to implement the above goals in a university internship. It is advisable that interns should learn about social responsibility and the company's environmental and sustainability policies. The "Social Licence to Operate" is crucial for the raw material sector compared to the manufacturing industry because the environmental impact is more intense and the social impact is also stronger. As a result, raw materials companies are more sensitive to social responsibility issues than other companies.

Among the first companies to start developing their CSR policies were those in the raw materials industries. Consequently, graduates of commodity-related engineering programs should have acquired social skills, which is a more pressing concern in these programs than in other engineering programs. The competencies/knowledge

requirements for different professions in the raw materials sector are compiled in the INTERMIN project competency catalog (Reguiero, 2018).

The general health and social tasks (Group 8) of this catalog highlight the skills of communication, sustainability, self-management, and working with people, all of which are of great importance. Key SOC competences that can be developed during the internship are 17 competences in four groups (as found by the IN4SOC project):

Group 1: A PERSONAL DEVELOPMENT

1. Autonomy: the ability to work autonomously
2. Organization: skills related to the achievement of organized routines
3. Self-confidence: confidence in own's work and capabilities
4. Problem-solving: resources for facing challenging or surprising situations
5. Adaptability: ability to adjust quickly and easily to new situations



Group 2: SOCIAL DEVELOPMENT

- 6. Communication: effective communication and appropriate use of language
- 7. Interaction: behaviors and reactions to interactions with other people
- 8. Collaboration: teamwork capabilities and disposition to collaborate with others
- 9. Participation: attitudes and abilities necessary during participative processes

Group 3: LEARNING TO LEARN

- 10. Learning: capabilities for the acquisition of new knowledge, skills and attitudes
- 11. Wide scope: opportunities to work with different types of profiles and tasks
- 12. Competences: identification of existing and needed own competences
- 13. 13 Support: balance between external supervision and autonomous work

Group 4: SOCIAL RESPONSIBILITY AND CITIZENSHIP

- 14. Sustainability: interest and engagement with sustainability-related goals
- 15. Governance: engagement with the ethical management of organizations

- 16. Awareness: understanding of relevant events, structures and concepts
- 17. Citizenship: knowledge and attitudes related to citizenship values and practices

This grouping can help us develop the social and civic competencies of the intern.

16. Intercultural issues

During the internship, students can easily find themselves in an international environment. On the one hand, export or import activities are typical for even the smallest companies. On the other hand, if they intern with a multinational company or go abroad. In an international environment, they can not only practice communication in a foreign language, but also learn about the culture of other nations.

Interning in a multicultural environment gives interns the opportunity to learn something they would not learn by reading textbooks or attending lectures. It is a fantastic opportunity to learn from those who may think very differently. As the intern can undoubtedly guess, workplace practices vary from country to country or company to company. Today, virtually every job posting, regardless of industry, highlights cross-cultural skills and

sensitivity as essential qualifications. Due to the global economy, many companies are either already operating abroad or are looking to expand there. Proficiency in foreign languages is one of the most important skills that employers around the world are looking for.

Instead of focusing on individual differences, welcome cooperative activities and task sharing, and be open to the new culture. The most effective means of being understood in a multicultural environment. Educate the interns about cultural differences, they will get used to different accents and nonverbal cues. Kindness and sensitivity are greatly appreciated in this situation.

The following steps can help interns accommodate in an international environment:



17.The Ten Concerns of Mentors – effective mentoring

It's hard to summarize, but probably the 10 concerns are the following:

1. Recruiting the best talent. HR professionals need to understand the motivations and thought processes of the younger generation in order to successfully engage interns and make the most of their skills.
2. The effective matching process helps to find the best mentor for the intern with whom they can communicate well and who has mutual respect so that they can get the most benefit from the internship.
3. Providing meaningful work experiences. An effective internship program should, in theory, get the most out of interns and the company as a whole. Interns are there to gain knowledge and develop themselves.
4. Setting appropriate learning goals/outcomes for interns. Learning outcomes must be consistent with the students' studies; knowledge, skills and abilities; and tasks performed in the organisation.

5. Providing plans to achieve goals. A roadmap for achieving a goal is an action plan, that contains subtasks.
6. Following up on mid-results. The mid-result has a great importance, while interns can constantly learn from it. Always explain critics in a friendly and supportive way.
7. Providing final feedback. Effective supervision throughout the internship leads to a more positive experience for both the student and the company. The internship will conclude with a final evaluation. It is a fantastic opportunity for interns to expand their knowledge, skills and abilities.
8. Be a positive mentor. It goes without saying that a positive workplace culture is critical because happy people perform better and stay with the company longer.
9. Offer compensation and/or benefits to make the student committed.
10. Always looking for opportunities to improve. Write down what is worth changing for the next intern.

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