

WePOWER

Internship Program Module

**EMPLOYER'S GUIDE TO A WELL-STRUCTURED,
INCLUSIVE, AND YOUTH-FRIENDLY
INTERNSHIP PROGRAM**

Authors: WePOWER Internship Working Group



Message from the WePOWER Internship Working Group

Across the global workplace, women remain deeply under-represented in technical roles, particularly in Energy sectors. We, as the WePOWER Internship Working Group, in pursuit of increasing women's participation in technical roles in the Energy sector have developed this 'well-structured' internship module targeting university graduates after a series of consultative meetings, deliberations, and exchange on the best practices at respective organizations. WePOWER believes internships are the cornerstone for ensuring a strong pipeline of women engineers for employers and an opportunity for interns in building a compelling profile for future roles. It is a complete package that comes with policy templates, fill-in forms for interns and employers, checklists and step-wise guidelines that can be adopted quickly. This toolkit guarantees mutual benefit for employers and interns, as both the parties' expectations and roles are considered while developing this module.



This internship module has the three overarching principles viz Well-Structured, Inclusive and Youth-Friendly, which has eight recommended basic steps that are further supported by 23 Key Attributes. Therefore, the Working Group wishes to increase the pool of experienced women engineers and professionals in the Energy sector through this comprehensive WePOWER Internship Module.

Ms Tshewang Lhamo

**Senior HR Officer, Human Resource and Administration Department
Druk Green Power Corporation (DGPC), Bhutan**

We are pleased to release the WePOWER Internship Module among WePOWER partners and other South Asian Power sector institutions. WePOWER is an excellent initiative to close the gender gap, specifically in South Asia's Energy and Power sector.

The Internship Module is the tool that will bridge the gap between STEM education to recruitment (employment). Data shows that women's enrollment in STEM education ranges from 9 percent to 43 percent in different South Asian countries, whereas the presence of women in STEM jobs is around 10 to 19 percent - when it comes to Power sector, the count drops from 3 percent to 15 percent. A structured internship for women STEM students and graduates will act hugely to stop this erosion. A practical internship process, on the one side, equips interns with the requisite skill set to get a proper STEM job; on the other hand, the organization also gets a chance to evaluate and groom the candidates to fit in with their requirements. Therefore, an effectively structured internship module will significantly benefit the students and the organization in creating a win-win proposition.

The WePOWER Internship Module clearly defines the ways to overcome the conventional challenges of the internship. This unique frame offers all kinds of directions, guidelines and solutions to enact an effective internship process for women STEM students, graduates and engineers, which will help them acquire the required expertise and exposure to qualify for their job.

I am happy and proud to be a member of the WePOWER Internship Working Group involved in the build-up to this Module. Adopting this Module will immensely help all organizations, particularly those in the Energy and Power sector.

Mr Sohel Ahmed,
Managing Director
Grameen Shakti, Bangladesh



Message to WePOWER Partners

It is my immense pleasure to present to you the WePOWER Internship Module. This knowledge piece serves as a compendium of the relevant practices and lessons learned from your experiences, many consultations, and a diligent literature review. We hope that this resource will help you establish and scale up your internship programs towards workforce development in your organization and countries, especially to attract women students and young professionals.

Inclusive internships are the key to equipping future job candidates with the required professional skills, both technical and soft, to succeed at your companies. We understand that practical on-the-job experience, especially for STEM graduates, is imperative for a successful transition to new jobs and careers. Addressing this issue is especially important in infrastructure sectors, such as Energy, where women's representation is still limited. The rapid integration of renewable and smart technologies also means that there is an urgent need to train the future workforce.

Finally, I would like to thank the WePOWER Internship Regional Working Group, whose contribution and passion for the topic made this module possible. I look forward to you and the other Partners utilizing this module to develop your well-structured, youth and gender-inclusive internship programs. We anticipate sharing lessons from your success with other infrastructure sectors and regions outside of South Asia.



Guangzhe Chen

Regional Director for Infrastructure in South Asia, World Bank

Table of Contents

Message from the WePOWER Internship Working Group	2
Message to WePOWER Partners	4
Module Overview	12
What Is the WePOWER Internship Module and Who Is It for?	12
How Do I Use This Module?	16
<i>Component 1: WePOWER Internship Program Employer's Guide</i>	16
<i>Component 2: Appendix - Summary of Findings and Results of the WePOWER Questionnaire for SAR Engineering Students on Internship in 2022</i>	16
<i>Component 3: Introductory Video of the Employer's Guide and Training Video for Supervisors/Mentors</i>	16
PART 1	
Background and Context	17
1.1. Why Establish an Internship Program Module? Benefits for Interns and Employers	17
1.2. Common Challenges in Internship Programs	20
A. Challenge 1: Interns Lack Well-defined and Relevant Job Description Due to the Prevalence of Academic Internship Type in SAR	20
B. Challenge 2: Interns Function as Unpaid/Underpaid Short-term Labor for Organizations and Lack Certain Protections Afforded to Staff	23
C. Challenge 3: A Leaky Pipeline for School-to-Work is a Major Barrier for Women, Especially in STEM	25
D. Challenge 4: Interns are at a Higher Risk of Being Sexually Harassed	27
E. Challenge 5: Organizations May not Have a Clear Vision of How to Integrate Young People into a Workforce	28
1.3. Methodology – Who Created This Guide and How?	30
<i>Utilize the ABC Strategic Planning approach</i>	30
<i>WePOWER Internship Working Group and Other Stakeholders</i>	31

PART 2

The Three Principles of the WePOWER Internship Program	32
2.1 [Well-Structured] Comprehensive Structured Program to Generate Positive Post-Internship Outcomes	33
2.2 [Inclusive] Inclusive Recruitment on Technical Roles and Attracting More STEM Women Talent	36
2.3. [Youth-Friendly] Using the Youth Development Framework to Improve Engagement and Performance of Interns	39
2.1. Tool 1 [Checklist] List of All Attributes of the WePOWER Internship Program	42

PART 3

Key Attributes of the WePOWER Internship Program	45
3.1. Attribute 1. Confirm the Best Internship Type for Your Organization and Develop Your Organization's Internship Policy	45
3.1.1. Tool 2 [Template] Internship Policy for an Organization (Employer)	50
3.2. Attribute 2. Appoint an Internship Coordinator	52
3.2.1. Tool 3 [Template] ToR of an Internship Coordinator for the Energy Sector Organization	54
3.3. Attribute 3. Identify a Supervisor and Mentor for the Intern	58
3.4. Attribute 4. Hire Interns in a Cohort and Create a Women's Cohort	64
3.5. Attribute 5. Decide whether the internship program is paid or unpaid	66
3.6. Attribute 6. Define Meaningful Work Assignments for Interns which Align with Organizational Needs	73
3.7. Attribute 7. Write a Clear Job Description (ToR) with a Comprehensive Structured Program	81
1.7.1. Tool 4 [Template] Job Description (ToR) of an Internship Position in the Energy Sector	86
3.8. Attribute 8. Communicate Proactively with Partners for Inclusive Recruitment Outreach	90
3.8.1. Tool 5 [Checklist] Proactive Communication Activities with Partners for Inclusive Recruitment Outreach	97
3.9. Attribute 9. Make the Intern Selection Process as Transparent as Possible	100
3.9.1. Tool 6 [Sample] Interview Structure for Interns	103

3.10. Attribute 10.	Sign the Internship Agreement Between the Intern and the Organization	105
1.10.1. Tool 7	[Template] Internship Agreement (1) - Between Three Parties: Intern, Organization, and Academic Institution	107
1.10.2. Tool 8	[Template] Internship Agreement (2) - Between Two Parties: Intern and Organization	110
3.11. Attribute 11.	Provide Safe Transportation and Inclusive Facilities	113
3.11.1 Tool 9	[Checklist] The Organization's Safe Facilities Options	116
3.12. Attribute 12.	Activate Anti-Sexual Harassment Measures and Intern's Multiple Response Options	119
3.12.1. Tool 10	[Checklist] Sexual Harassment Prevention Activities for Interns	126
3.12.2. Tool 11	[Sample] Code of Conduct	129
3.12.3. Tool 12	[Sample] Anti-Sexual Harassment Policy for Interns	136
3.12.4. Tool 13	[Example] A US Local Government Law to Protect Interns from Workplace Harassment and Discrimination	141
3.12.5. Tool 14	[Reading Material] What Bystanders Can Do	143
3.12.6. Tool 15	[Sample] Interns' Multiple Response Options/Procedures to Sexual Harassment	145
3.13. Attribute 13.	Ensure that Supervisor/Mentor Is Well Prepared to Host Interns	148
3.13.1 Tool 16	[Checklist] Intern's Work Environment Materials	150
3.13.2. Tool 17	[Sample] Training Content for Supervisor/Mentor to Host Interns	151
3.13.3. Tool 18	[Reading Material] Understanding Youth Development Framework	154
3.13.4. Tool 19	[Reading Material] Tips on How You Can Work Better with Young People	157
3.13.5. Tool 20	[Sample] Table of Contents for the Organization's Internship Handbook	162
3.13.6. Tool 21	[Reading Material] Core-Competency Skills that Interns Can Develop through Internship Program	166
3.13.7. Tool 22	[Template for Interns] Intern's Expectations and Interests Form with a Core-Competency Skills Self-Assessment	168
3.14. Attribute 14.	Conduct a Well-Prepared Orientation	171
3.14.1 Tool 23	[Sample] The First Day Orientation Agenda	175
3.14.2. Tool 24	[Sample] Anti-Sexual Harassment Training Agenda for Interns	179
3.14.3. Tool 25	[Checklist] Checklist for Week #1 for Interns and Supervisor/Mentor	180

3.15. Attribute 15.	Develop the Intern’s Workplan and Set Deliverables and Milestones with the Intern (as per ToR)	184
3.15.1. Tool 26	[Template] Intern’s Workplan and Deliverables	188
3.15.2. Tool 27	[Reading Material for Interns] S.M.A.R.T Goal-Setting Guide	194
3.15.3. Tool 28	[Template for Interns] Work Schedule Calendar Form	196
3.16. Attribute 16.	Listen to the Interns and Arrange for Regular Supervisor/Mentor’s Feedback	205
3.16.1. Tool 29	[Template for Interns] Checking in with Your Supervisor/Mentor	210
3.16.2. Tool 30	[Template for Interns] Weekly Activity Report	212
3.17. Attribute 17.	Support Interns’ Professional Networking Opportunities	214
3.17.1. Tool 31	[Reading Material for Interns] Maximize Your Networking Opportunities During the Internship	216
3.18. Attribute 18.	Allow Interns Access to Relevant Training for Entry-Level Staff	218
3.19. Attribute 19.	Make Sure Interns Participate in Organization-Sponsored Community Service Projects	220
3.20. Attribute 20.	Review Intern’s Performance and Deliverables (Evaluation)	222
3.20.1. Tool 32.	[Template for Interns] Evaluation Self-Assessment Form, Mid and/or End of the Internship	225
3.20.2. Tool 33	[Template] The Supervisor/Mentor’s Assessment Form to the Intern’s Performance, Mid-term of the Internship	235
3.20.3. Tool 34	[Template] The Supervisor/Mentor’s Assessment Form to the Intern’s Performance, End of the Internship	237
3.21. Attribute 21.	Hold a Farewell Reception (Recognition and Celebration)	248
3.21.1. Tool 35	[Template for Interns] Intern’s Satisfaction Survey About the Internship Program	250
3.22. Attribute 22.	Stay Connected with Interns Post-Completion	254
3.23. Attribute 23.	Monitor and Analyze Key Indicators for Next Cohort	257
	Determine your indicators for the success of the Internship Program	257
3.23.1. Tool 36	[Template] WePOWER Internship Program Key Indicators	258

List of Attributes

Attribute 1.	Confirm the Best Internship Type for Your Organization and Develop Your Organization's Internship Policy	45
Attribute 2.	Appoint an Internship Coordinator	52
Attribute 3.	Identify a Supervisor and Mentor for the Intern	58
Attribute 4.	Hire Interns in a Cohort and Create a Women's Cohort	64
Attribute 5.	Decide whether the internship program is paid or unpaid	66
Attribute 6.	Define Meaningful Work Assignments for Interns which Align with Organizational Needs	73
Attribute 7.	Write a Clear Job Description (ToR) with a Comprehensive Structured Program	81
Attribute 8.	Communicate Proactively with Partners for Inclusive Recruitment Outreach	90
Attribute 9.	Make the Intern Selection Process as Transparent as Possible	100
Attribute 10.	Sign the Internship Agreement Between the Intern and the Organization	105
Attribute 11.	Provide Safe Transportation and Inclusive Facilities	113
Attribute 12.	Activate Anti-Sexual Harassment Measures and Intern's Multiple Response Options	119
Attribute 13.	Ensure that Supervisor/Mentor Is Well Prepared to Host Interns	148
Attribute 14.	Conduct a Well-Prepared Orientation	171
Attribute 15.	Develop the Intern's Workplan and Set Deliverables and Milestones with the Intern (as per ToR)	184
Attribute 16.	Listen to the Interns and Arrange for Regular Supervisor/Mentor's Feedback	205
Attribute 17.	Support Interns' Professional Networking Opportunities	214
Attribute 18.	Allow Interns Access to Relevant Training for Entry-Level Staff	218
Attribute 19.	Make Sure Interns Participate in Organization-Sponsored Community Service Projects	220
Attribute 20.	Review Intern's Performance and Deliverables (Evaluation)	222
Attribute 21.	Hold a Farewell Reception (Recognition and Celebration)	248
Attribute 22.	Stay Connected with Interns Post-Completion	254
Attribute 23.	Monitor and Analyze Key Indicators for Next Cohort	257

List of WePOWER Internship Program Tools

Tool 1	[Checklist] List of All Attributes of the WePOWER Internship Program	42
Tool 2	[Template] Internship Policy for an Organization (Employer)	50
Tool 3	[Template] ToR of an Internship Coordinator for the Energy Sector Organization	54
Tool 4	[Template] Job Description (ToR) of an Internship Position in the Energy Sector	86
Tool 5	[Checklist] Proactive Communication Activities with Partners for Inclusive Recruitment Outreach	97
Tool 6	[Sample] Interview Structure for Interns	103
Tool 7	[Template] Internship Agreement (1) - Between Three Parties: Intern, Organization, and Academic Institution	107
Tool 8	[Template] Internship Agreement (2) - Between Two Parties: Intern and Organization	110
Tool 9	[Checklist] The Organization's Safe Facilities Options	116
Tool 10	[Checklist] Sexual Harassment Prevention Activities for Interns	126
Tool 11	[Sample] Code of Conduct	129
Tool 12	[Sample] Anti-Sexual Harassment Policy for Interns	136
Tool 13	[Example] A US Local Government Law to Protect Interns from Workplace Harassment and Discrimination	141
Tool 14	[Reading Material] What Bystanders Can Do	143
Tool 15	[Sample] Interns' Multiple Response Options/Procedures to Sexual Harassment	145
Tool 16	[Checklist] Intern's Work Environment Materials	150
Tool 17	[Sample] Training Content for Supervisor/Mentor to Host Interns	151
Tool 18	[Reading Material] Understanding Youth Development Framework	154
Tool 19	[Reading Material] Tips on How You Can Work Better with Young People	157
Tool 20	[Sample] Table of Contents for the Organization's Internship Handbook	162
Tool 21	[Reading Material] Core-Competency Skills that Interns Can Develop through Internship Program	166
Tool 22	[Template for Interns] Intern's Expectations and Interests Form with a Core-Competency Skills Self-Assessment	168

Tool 23	[Sample] The First Day Orientation Agenda	175
Tool 24	[Sample] Anti-Sexual Harassment Training Agenda for Interns	179
Tool 25	[Checklist] Checklist for Week #1 for Interns and Supervisor/Mentor	180
Tool 26	[Template] Intern's Workplan and Deliverables	188
Tool 27	[Reading Material for Interns] S.M.A.R.T Goal-Setting Guide	194
Tool 28	[Template for Interns] Work Schedule Calendar Form	196
Tool 29	[Template for Interns] Checking in with Your Supervisor/Mentor	210
Tool 30	[Template for Interns] Weekly Activity Report	212
Tool 31	[Reading Material for Interns] Maximize Your Networking Opportunities During the Internship	216
Tool 32.	[Template for Interns] Evaluation Self-Assessment Form, Mid and/or End of the Internship	225
Tool 33	[Template] The Supervisor/Mentor's Assessment Form to the Intern's Performance, Mid-term of the Internship	235
Tool 34	[Template] The Supervisor/Mentor's Assessment Form to the Intern's Performance, End of the Internship	237
Tool 35	[Template for Interns] Intern's Satisfaction Survey About the Internship Program	250
Tool 36	[Template] WePOWER Internship Program Key Indicators	258

Module Overview

[HOME](#)[TABLE OF CONTENTS](#)[DOWNLOAD](#)

What Is the WePOWER Internship Module and Who Is It for?

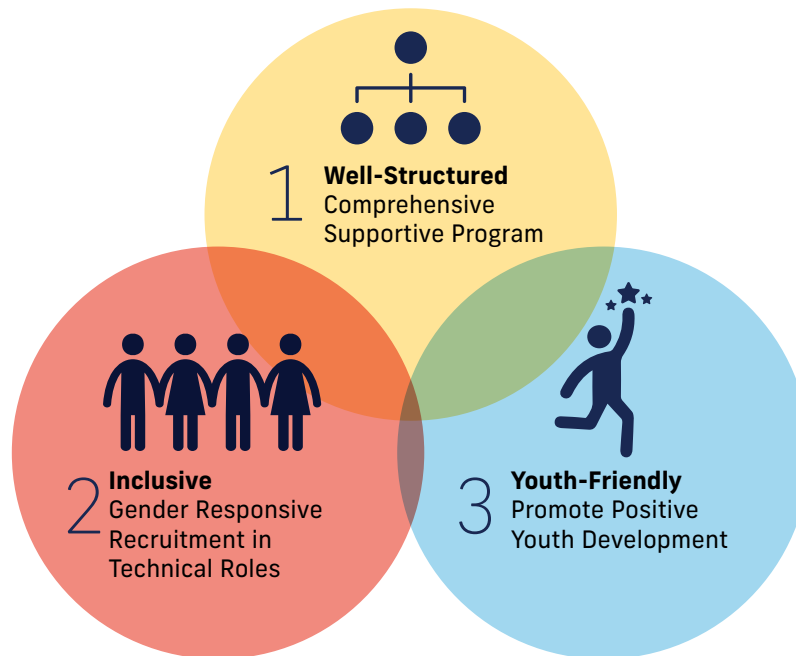
The South Asia Women in Power Sector Professional Network ([WePOWER](#)) supports higher participation of women in the energy sector and utilities, and promotes normative changes for women and girls in STEM. An Internship Working Group of WePOWER partners has created this Internship Module as a tool for South Asian energy sector utilities and other stakeholders to establish and/or scale-up their internship programs. The South Asia Gender and Energy Facility (SAGE) at the World Bank, acting as Interim Secretariat of WePOWER, supported the working group in compiling this Internship Module.

The WePOWER Internship Module is a collective effort to consolidate knowledge and build from the experience of power sector utilities in the South Asian Region (SAR). The module is based on the following elements

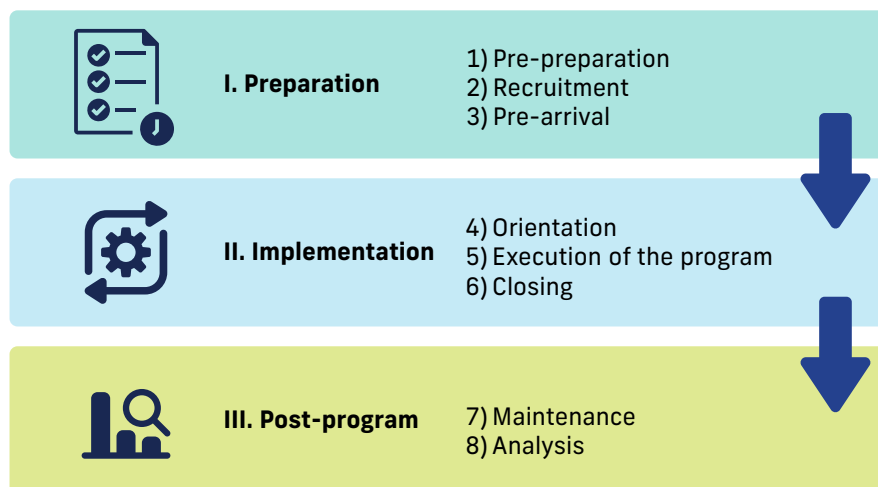
- a. **A comprehensive literature review of global best practices and research.** There are multiple publicly available internship guides/toolkits online, prepared by universities, chambers of commerce, NGOs supporting youth development and so on. The lessons from these have been applied to develop aspirational internships for energy sector utilities and organizations in South Asia.
- b. **Guidance from the WePOWER Internship Working Group.** Multiple rounds of consultative workshops were held with engineering university professors and expert energy sector stakeholders from nine WePOWER Partners who have been implementing internship programs.
- c. **The WePOWER Questionnaire for SAR Engineering Students – Summary of Findings.** Over 500 male and female students from SAR countries provided.

Based on this research and the consultations, three Principles form the foundation for the aspirational WePOWER Internship Program (see Figure 1).

1. **Well-Structured:** A comprehensive, structured Internship Program takes a performance-based approach with structured program support for interns — from orientation to post-completion — to maximize the outcomes for both the organization and the intern
2. **Inclusive:** Addressing normative and institutional barriers to women's employment in technical roles and designed to attract talented women with STEM education
3. **Youth-Friendly:** Positive Youth Development approach to engage and maximize Youth Development Framework

Figure 1: WePOWER Internship's Three Principles


The WePOWER Internship Program proposes **Eight Basic Steps** (see Figure 2) with **23 Key Attributes** (see Figure 3) to help to achieve the three principles. Please click on each Attribute in Figure 3 for more details and tools. [PART 3](#) explains detailed characteristics on each Key Attribute.



Figure 2: Eight Basic Steps of WePOWER Internship

Requirement for Success: The Internship Working Committee recommends that in South Asian energy sector organizations, particularly utilities, supervisors/mentors play the most important role in implementing successful internships for students and fresh graduates. Therefore, **preparation of the supervisors/mentors is crucial to a well-structured internship program (Attribute 13)**. The supervisors and mentors are the primary day-to-day interface for the interns. The quality of the internship will largely depend on how motivated and prepared the supervisors are. Key steps are to [host a training/orientation](#)

for the [Supervisors/Mentors](#) and create an internship handbook. The supervisor/mentor must familiarize themselves with the Terms of Reference (ToR) and roles/ responsibilities of the interns, and ensure that interns have the facilities, equipment and support they need to complete their assigned task. Please see **Attribute 13. Ensure that Supervisor/Mentor Is Well Prepared to Host Interns** for more details.

Figure 3: List of All the Attributes of the WePOWER Internship Program

Stages	Steps	No	Attributes of WePOWER Internship Program
	1) Pre-preparation	1	Confirm the Best Internship Type for Your Organization and Develop Your Organization's Internship Policy
		2	Appoint an Internship Coordinator
		3	Identify a Supervisor and Mentor for the Intern
		4	Hire Interns in a Cohort and Create a Women's Cohort
		5	Decide Whether the Internship Program Has Paid or Unpaid for Interns
		6	Define Meaningful Work Assignments for Interns Which Align with Organizational Needs
	2) Recruitment	7	Write a Clear Job Description (ToR) with a Comprehensive Structured Program
		8	Communicate Proactively with Partners for Inclusive Recruitment Outreach
		9	Make the Intern Selection Process as Transparent as Possible
	3) Pre-Arrival	10	Sign an Internship Agreement Between the Intern and the Organization (Employer)
		11	Provide Safe Transportation and Inclusive Facilities
		12	Activate Anti-Sexual Harassment Measures and Intern's Multiple Response Options
		13	Ensure that Supervisor/Mentor Is Well Prepared to Host Interns [The most important!]

Stages	Steps	No	Attributes of WePOWER Internship Program
	4) Orientation	14	Conduct a Well-Prepared Orientation
		15	Develop the Intern's Workplan and Set Deliverables and Milestones with the Intern (as per ToR)
	5) Execution of the Program	16	Listen to the Interns and Arrange for Regular Supervisor/Mentor's Feedback
		17	Support Interns' Professional Networking Opportunities
		18	Allow Interns Access to Relevant Training for Entry-Level Staff
		19	Make Sure Interns Participate in Organization-Sponsored Community Service Projects
	20	Review Intern's Performance and Deliverables (Evaluation)	
6) Closing	21	Hold a Farewell Reception (Recognition and Celebration)	
	7) Maintenance	22	Stay Connected with Interns Post-Completion
	8) Analysis	23	Monitor and Analyze Key Indicators for Next Cohort

How Do I Use This Module?

The WePOWER Internship Module has three main components. These are as follows:

Component 1: WePOWER Internship Program Employer's Guide

Offers step-by-step instructions for starting and enhancing internship programs for the South Asian Energy sector organizations – including preparation, execution and post-internship activities. The Employer's Guide is divided into three sections:

- **PART 1** presents an overview of the internships and how these can benefit organizations and interns, and common challenges in establishing an effective internship program.
- **PART 2** covers the three Principles of the WePOWER Internship Program in more detail: Well-Structured, Inclusive and Youth-Friendly.
- **PART 3** provides a detailed overview of the 23 Key Attributes, including: (1) its purpose and desired outcomes; and (2) practical tools (template, checklist, reading material, etc.) to facilitate the process.

Component 2: Appendix - Summary of Findings and Results of the WePOWER Questionnaire for SAR Engineering Students on Internship in 2022

Includes benchmarking data to understand the current internship environment in the South Asia region. Over 500 male and female students from SAR countries provided feedback inputs on their internship experiences and aspirations. This helped form the Module. An overview of this methodology is provided.

Component 3: Introductory Video of the Employer's Guide and Training Video for Supervisors/Mentors

The Introductory video explains the WePOWER Internship Module overview. The Training Video helps understand the key attributes of the WePOWER Internship Program and their relevance for internship supervisors/mentors.

We hope that the WePOWER Internship Module will serve as a valuable resource for employers and interns in the SAR Energy sector and beyond. We will continue to periodically update this module to ensure that it stays up-to-date and relevant in the next iteration.

Please Note: Although the Internship Module is geared towards University/Post-Secondary students, **the key concepts and tools can be applied to fresh graduates, or other young professionals who may want to change career interest.** Indeed, Internships are the new “First Jobs” — according to the Society for Human Resources Management.

PART 1

Background and Context

[HOME](#)[TABLE OF CONTENTS](#)[DOWNLOAD](#)

1.1. Why Establish an Internship Program Module? Benefits for Interns and Employers

Internships are one of the core activities implemented by WePOWER Partners. Between 2019 and 2021, 19 out of 28 WePOWER Partners have provided internships to a total of 690 students. And this will increase by 500+ intern students by 28 Partners in 2022 and 2023. ([WePOWER Progress Report 2021](#)).

Internships play an important role in the school-to-work transition, especially for women engineering students as they join the Energy sector workforce. The benefits of internships can extend to both the organization and the intern (see Figure 1.1). The literature on evidence of the effectiveness of internships points towards the importance of hands-on experience, especially for STEM students. The literature on gender and internships is less well researched. Gender is typically used as a control variable, but some studies reported a reduced benefit from internships for female students as compared to males. More research is needed in this area.

Internships are becoming more prevalent in South Asia as a way for students to gain practical experience. However, making an effective internship program can be challenging. Internship programs in South Asian utilities typically are not systematically designed or structured, especially for women/youth. Rather, the focus is on fulfilling academic requirements, which may not align with the organization's needs (see [1.2. Common Challenges in Internship Programs](#)).

Box 1.1: Definition of an Internship

According to the [National Association of Colleges and Employers \(NACE\)](#), an internship:

- must be a learning experience that applies knowledge gained in the classroom.
- teaches skills or knowledge that can be transferred to other employment settings.
- has a defined beginning and end, and a job description with desired qualifications
- has clearly defined learning goals related to the professional goals of the student's academic coursework.
- provides supervision by and routine feedback from a professional with expertise in the field.
- includes resources, equipment, and facilities provided by the host employer to support learning goals.

Figure 1.1: WePOWER Internship Program Benefits for Both Interns and Organizations (Employers)

Benefits for Employers:	Benefits for Interns:
<input type="checkbox"/> Get valuable work (special task) done and expand productivity for your organization.	<input type="checkbox"/> Gain work experience (technical skills).
<input type="checkbox"/> Tap into and fresh thinking, enthusiasm and innovation.	<input type="checkbox"/> Develop Core-Competency Skills and build self-confidence.
<input type="checkbox"/> Bring current technology and ideas from the classroom into the organization.	<input type="checkbox"/> Strengthen CVs/Résumés.
<input type="checkbox"/> Strengthen team dynamics. (Definition: the unconscious, psychological forces that influence the direction of a team's behavior and performance).	<input type="checkbox"/> Meet school graduation requirements.
<input type="checkbox"/> Add a key component to the organization's diversity and inclusive recruitment strategy.	<input type="checkbox"/> Learn about different career options.
<input type="checkbox"/> Provide an opportunity for mid-level staff to manage interns and develop leadership skills.	<input type="checkbox"/> Learn about the demands of the workplace (including workplace culture).
<input type="checkbox"/> Increase exposure at local colleges and universities and create valuable relationships for future recruitment.	<input type="checkbox"/> Network with professionals.
<input type="checkbox"/> Help the organization stay connected to the future workforce.	<input type="checkbox"/> Learn how to build relationships with professional adults and mentors.
<input type="checkbox"/> Create an opportunity to hire talent who is familiar with the organization, its policies and culture.	<input type="checkbox"/> Build a work portfolio to showcase skills and how they can benefit an organization.
<input type="checkbox"/> Offer a low-cost training and development program for potential employees.	<input type="checkbox"/> Potentially earn a full-time/ permanent job.
<input type="checkbox"/> Reduce turnover and need for re-training.	

Source: Compiled from several resources on the internet, including College of Liberal Arts, University of Minnesota, "Internship Toolkit for Employers" Creating Quality internship experiences, and Sacramento Works, Michelle Frye-Spray, MS for Youth Development Network, "Creating a Youth-Friendly Workplace: An Employer's Guide to Building a Quality Internship", etc.

Moreover, the great majority of unpaid interns being female suggests that women either have, or perceive they have, less bargaining power than men.¹ The distinctly gendered aspect of unpaid internships exacerbates larger gender-based disparities in the labor market. Similar gap-widening effects of unpaid internships have been noted in studies from the United Kingdom, Australia and other countries.

The profile of the interns can range from secondary to post-secondary university-level students to fresh graduates. Typically, the company will set the minimum requirements. For the purposes of this module, the scope is limited to the aforementioned group of university students and fresh graduates,

1 ILO 'Internships, Employability and the Search for Decent Work Experience', by Andrew Stewart, Rosemary Owens Niall O'Higgins, Anne Hewitt, June 2021

although the tools included can be adapted to any group. For the WePOWER Questionnaire for SAR Engineering Students on Internships used to inform the module, most respondents (70%) were Bachelor's students, while 15% were Master's students and 15% were in certificate/diploma/other programs.

An internship should be a "win-win" relationship between employers and interns. Although young interns may lack specific work and life experiences, they may possess new skills and insights (such as comfort with digital technologies) which can be of value to the organization. Figure 1.1 illustrates how a well-designed internship program can benefit all parties. Also, Figure 1.2 shows a set of core competencies that interns can develop through the WePOWER Internship Program.

Internships can help interns develop a diverse set of Core-Competency Skills crucial for youth-development and the workforce of the future (see Figure 1.2). While developing their work assignments, interns and supervisors should discuss the Core Competency Skills to focus on and develop by the end of the internship.

Figure 1.2: 12 Core-Competency Skills for Interns



Source: College of Liberal Arts, University of Minnesota, "Internship Toolkit for Employers" Creating Quality internship experiences, and Sacramento Works, Michelle Frye-Spray, MS for Youth Development Network, "Creating a Youth-Friendly Workplace: An Employer's Guide to Building a Quality Internship", edited

1.2. Common Challenges in Internship Programs

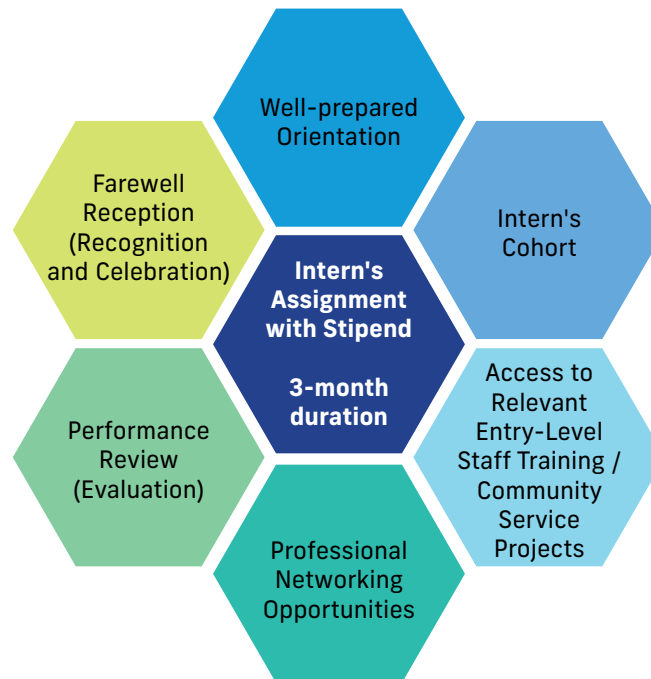
Based on research and consultations with WePOWER Partners, several common problems with prevailing internship programs in South Asia have been identified. These challenges limit the benefits of the internship program as well as pose certain risks to both the organization and the interns. One core issue is that interns serve as underpaid/unpaid 'short-term' labor and lack the institutional support, facilities and protection provided to staff. The guidance from the WePOWER Program will look to address these challenges listed below:

A. Challenge 1: Interns Lack Well-defined and Relevant Job Description Due to the Prevalence of Academic Internship Type in SAR

Interns are excited to help the Supervisor/Mentor professionally. Unfortunately, many young people are not provided with meaningful assignments, guidance and engagement as interns. Intern roles should add value to the organization – and not be restricted to menial tasks. This situation is compounded by the fact that the relevance of the interns' assignments to the needs of the organization can be limited due to the focus on earning academic credits.

The current state of internship programs in South Asia functions is an extension of the classroom to fulfil academic requirements/credits, rather than developing Core-Competency Skills and preparing interns for the workforce. This means that very often, the tasks of the interns do not directly align to the organization's business needs, and recruiting interns are primarily about fulfilling corporate social responsibility (CSR) commitments; employers treat internships as one of CSR activities. For example, intern assignments can/tend to focus on observations rather than deliverables. They may spend their time visiting an energy generation plant or interacting with and learning from professionals about their day-to-day jobs. At the end of the internship, they submit their reports on what they see and learn as part of their course requirements, but this output is of no use to the employer. This type of an internship is called the 'Academic Study Type' and focuses on providing academic credits.

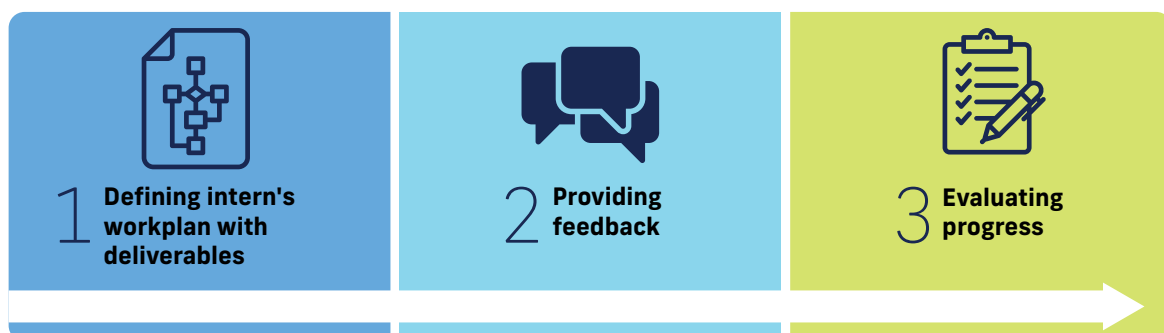
Having a well-defined job description in the Terms of Reference (ToR) and a structured internship program to support the interns is crucial. Figure 1.3 illustrates the key elements of a 'Well-Structured' internship program. A recent report by the International Labor Organization (ILO) suggests that "formal, structured internships are associated with much better outcomes in terms of higher paying, higher quality jobs." The ILO's recommended duration of an effective internship program is three months, but the WePOWER Internship Working Group suggests two to three months. In addition, evidence shows that paid interns are more motivated and perform better. However, the causality on whether paid internship attract better candidates, or whether paid internship programs are inherently better designed (structured) that lead to better outcomes, is unclear. Regarding gender dimension, limited research in the literature indicates that women tend to join more unpaid internship programs than men – suggesting their limited bargaining power (and options) compared to men. More research is needed to explore the factors for this gender disparity (see literature review for more details).

Figure 1.3: Key Elements of a Well-Structured Internship Program

What is clear is that successful “structured” internship programs share the following features:

- ✓ Provides a Stipend
- ✓ At least two- to three-month duration
- ✓ Well-prepared Orientation
- ✓ Intern’s Cohort
- ✓ Access to Relevant Entry-Level Staff Training
- ✓ Community Service Projects
- ✓ Professional Networking Opportunities
- ✓ Performance Review (Evaluation)
- ✓ Farewell Reception (Recognition and Certification)

A successful internship should build a ‘win-win’ relationship between organizations (employers) and interns. This requires having well-defined goals and expectations up-front through an adequate orientation, workplan-based on-the-job description, and an integrated feedback and evaluation process. Therefore, having a straightforward **performance management process** is essential (see Figure 1.4). Likewise, the supervisor’s time with the interns should be recognized as well. Responsibility for the internship should be incorporated into the supervisor’s annual workplan and end-of-year performance evaluation.

Figure 1.4: Performance Management Process for interns

Proposed Solutions Through WePOWER Internship Program's Relevant Attributes

- Attribute 6. [Define Meaningful Work Assignments for Interns which Align with Organizational Needs](#)
- Attribute 7. [Write a Clear Job Description \(ToR\) with a Comprehensive Structured Program](#)
- Attribute 15. [Develop the Intern's Workplan and Set Deliverables and Milestones with the Intern \(as per ToR\)](#)
- Attribute 16. [Listen to the Interns and Arrange for Regular Supervisor/Mentor's Feedback](#)
- Attribute 20. [Review Intern's Performance and Deliverables \(Evaluation\)](#)

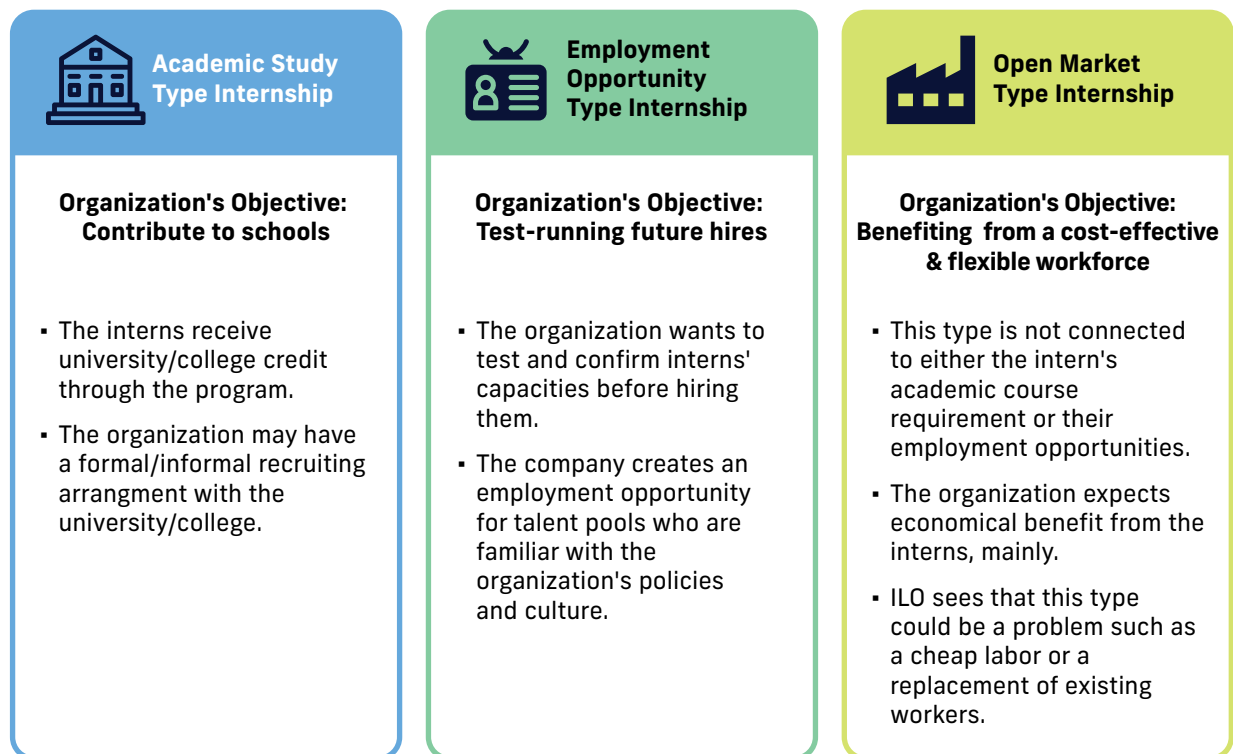
Relevant Tools in this Internship Module

- Tool 4 [\[Template\] Job Description \(ToR\) of an Internship Position in the Energy Sector](#)
- Tools 22, 26, 27, 28 Defining Workplan tools:
 - Tool 22 [\[Template for Interns\] Intern's Expectations and Interests Form with a Core-Competency Skills self-assessment](#)
 - Tool 26 [\[Template\] Intern's Workplan and Deliverables](#)
 - Tool 27 [\[Reading Material\] S.M.A.R.T Goal-Setting Guide](#)
 - Tool 28 [\[Template for Interns\] Work Schedule Calendar Form](#)
- Tools 29, 30 Providing Feedback tools:
 - [\[Template for Interns\] Checking in with Your Supervisor/Mentor](#) and
 - [\[Template for Interns\] Weekly Activity Report](#)
- Tools 32, 33, 34 Evaluating Progress tools:
 - [\[Template for Interns\] Evaluation Self-Assessment Form, Mid and/or End of the Internship,](#)
 - [\[Template\] The Supervisor/Mentor's Assessment Form to the intern's performance, Mid-term of the Internship,](#) and
 - [\[Template\] The Supervisor/Mentor's Assessment Form to the intern's performance, End of the Internship\)](#)

B. Challenge 2: Interns Function as Unpaid/Underpaid Short-term Labor for Organizations and Lack Certain Protections Afforded to Staff

The ILO defines three typical internship types (see Figure 1.5): 1) Academic Study, 2) Employment Opportunity, and 3) Open Market. Interns are at a higher risk of being exploited as free or cheap labor, especially in the private sector where exploitative internships can be seen as a rite of passage in the anticipation of getting a full-time job and/or strengthening their CVs. **Interns need to be better protected as standard employee policies may not apply to them.** This Module provides sample policy documents and internship-related training agenda to help organizations develop their own procedures which integrate gender and youth considerations.

Figure 1.5: Three Different Internship Types, Defined by ILO



Proposed Solutions through WePOWER Internship Program's Relevant Attributes

- Attribute 1. [Confirm the Best Internship Type for Your Organization and Develop Your Organization's Internship Policy](#)
- Attribute 5. [Decide Whether the Internship Program Has Paid or Unpaid for Interns](#)
- Attribute 10. [Sign the Internship Agreement Between the Intern and the Organization](#)

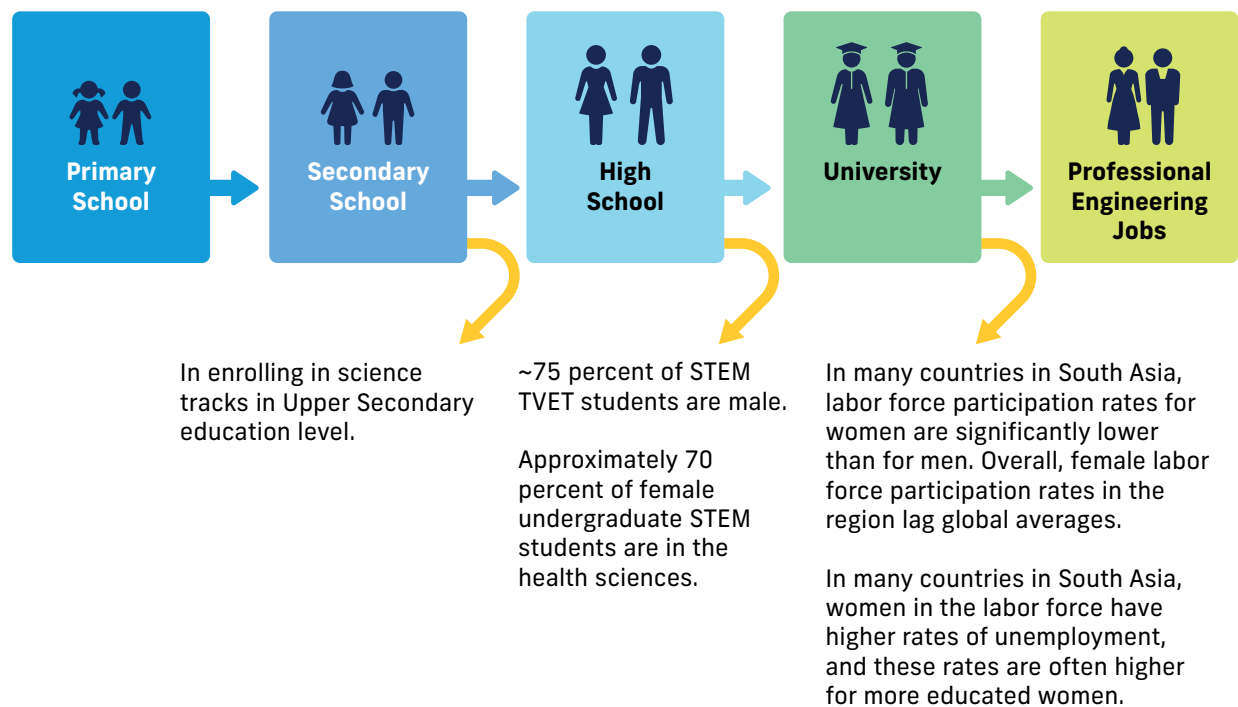
Relevant Tools in this Internship Module

- Tool 2 [\[Template\] Internship Policy for an Organization \(Employer\)](#)
- Tool 4 [\[Template\] Job Description \(ToR\) of an Internship Position in the Energy Sector](#)
- Tool 7 [\[Template\] Internship Agreement \(1\) – Between Three Parties: Intern, Organization, and Academic institutions](#)
- Tool 8 [\[Template\] Internship Agreement \(2\) - Between Two Parties: Intern and Organization](#)
- Tool 11 [Sample Code of Conduct \(Anti-Harassment\)](#)

C. Challenge 3: A Leaky Pipeline for School-to-Work is a Major Barrier for Women, Especially in STEM

Field-based experiences through internships is essential for students to successfully transition from theoretical school-based learning to practical careers. The recent World Bank study on Gender and Access to STEM Education² identified the ‘leaky pipeline’ in South Asia Region from upper secondary to university level as a key reason for the low number of women pursuing STEM-related higher degrees, especially in the engineering fields relevant to the Energy sector where numbers ranged from 0 to 31 percent.³ This in turn leads to a smaller pool of qualified professional women engineers in the job pool (see Figure 1.6).

Figure 1.6: The Leaky Pipeline of Women in STEM



Even though there are a limited number of STEM women graduates, talented female students who may have graduated at the top of their class may find it difficult to get engineering-related jobs due to the lack of practical internship experiences. This observation was also reflected in the WePOWER Baseline Assessment,⁴ where many women Energy-sector professionals pointed out the lack of fieldwork opportunities as a key barrier in their careers. Consequently, there is a considerable gap in the number of men and women professionals in the SAR Energy sector, especially in technical jobs.

Internship programs can play an important role in drawing young talents to the South Asian Energy sector and supporting women in the school-to-work transition point. This module includes various tools to help create a woman- and youth-friendly program.

² Engendering Access to STEM Education and Careers in South Asia*, South Asia Education GP, World Bank, June 2022.

³ [Pathway to Power, South Asia Baseline Assessment for Women Engineers in the Power Sector](#)

⁴ [Pathway to Power, South Asia Baseline Assessment for Women Engineers in the Power Sector](#)

Proposed Solutions Through WePOWER Internship Program's Relevant Attributes

- Attribute 4. [Hire Interns in a Cohort and Create a Women's Cohort](#)
- Attribute 6. [Define Meaningful Work Assignments for Interns which Align with Organizational Needs](#)
- Attribute 8. [Communicate Proactively with Partners for Inclusive Recruitment Outreach](#)
- Attribute 11. [Provide Safe Transportation and Inclusive Facilities](#)
- Attribute 12. [Activate Anti-Sexual Harassment Measures and Intern's Multiple Response Options](#)

Relevant Tools in this Internship Module

- Tool 4. [\[Template\] Job Description \(ToR\) of an Internship Position in the Energy Sector](#)
- Tool 21 [\[Reading Material\] Core-Competency Skills that Interns Can Develop through Internship Program](#)
- Tool 22 [\[Template for Interns\] Intern's Expectations and Interests Form with a Core Competency Skills Self-Assessment](#)
- Tool 26. [\[Template\] Intern's Workplan and Deliverables](#)
- Tool 35 [\[Template for Interns\] Intern's Satisfaction Survey about the Internship Program](#)

D. Challenge 4: Interns are at a Higher Risk of Being Sexually Harassed

Due to uneven power dynamics, incidents of harassment of interns may go unreported. Being at a critical stepping-stone in their careers, interns may fear negative repercussions on their jobs if they were to speak out against harassment by an employer, mentor, supervisor or other employees. In its recent study, the ILO argued that unpaid internships make students vulnerable to being discriminated against based on gender, race, age or disability status. Because the relevant anti-discrimination statutes protect only 'employees', that is those who work for an employer for some form of compensation, unpaid interns typically do not qualify for any kind of protective cover.

To protect women interns as well as the organization from reputational risk, Supervisors/Mentors, employees and interns need training on the organization's code of conduct and anti-sexual harassment policies. The WePOWER Internship Program provides many supporting tools and sample training agenda to prevent Sexual Harassment.

Proposed Solutions Through WePOWER Internship Program's Relevant Attributes

- Attribute 12. [Activate Anti-Sexual Harassment Measures and Intern's Multiple Response Options](#)
- Attribute 13. [Ensure that Supervisor/Mentor Is Well Prepared to Host Interns](#)

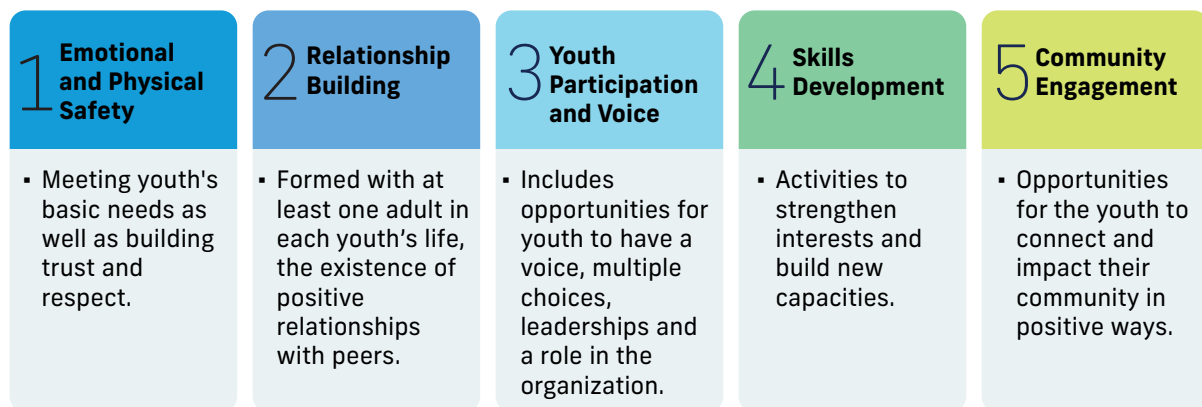
Relevant Tools in this Internship Module

- Tool 2 [\[Template\] Internship Policy for an Organization \(Employer\)](#)
- Tool 11 [\[Sample\] Code of Conduct](#)
- Tools 7,8
 - [\[Template\] Internship Agreement \(1\) - Between Three Parties: Intern, Organization, and Academic institutions](#), and [\[Template\] Internship Agreement \(2\) - Between Two Parties: Intern and Organization](#)
- Tool 12 [\[Sample\] Anti-Sexual Harassment Policy with Interns](#)
- Tool 14 [\[Reading material\] What Bystanders Can Do](#)
- Tool 15 [\[Sample\] Interns' Multiple Response Options/Procedures to Sexual Harassment](#)
- Tool 17 [\[Sample\] Training Content for Supervisor/Mentor to Host Interns](#)
- Tool 24 [\[Sample\] Anti-Sexual Harassment Training Agenda for Interns](#)

E. Challenge 5: Organizations May not Have a Clear Vision of How to Integrate Young People into a Workforce

Maintaining the motivation level of the interns is key to the success of an internship. The Internship Module integrates the Youth Development theory in the three principles of the WePOWER Internship Program. More than 50 years of youth development research has identified the 'Building Blocks for Learning' or conditions (called 'supports and opportunities') that contribute to youth developing into self-sufficient, caring and contributing adults (see Figure 1.7). Understanding these 'Youth Development Supports and Opportunities' can benefit the intern's engagement and capacity, as well as the supervisor's management skills.

Figure 1.7: Selected Youth Development Supports and Opportunities Related to internships



Source: Sacramento Works, Michelle Frye-Spray, MS for Youth Development Network, "Creating a Youth-Friendly Workplace: An Employer's Guide to Building a Quality Internship"

Proposed Solutions Through WePOWER Internship Program's Relevant Attributes

- Attribute 13. [Ensure that the Supervisor/Mentor Is Well Prepared to Host Interns](#)
- Attribute 14. [Conduct a Well-Prepared Orientation](#)
- Attribute 15. [Develop the Intern's Workplan and Set Deliverables and Milestones with the Intern \(as per ToR\)](#)
- Attribute 16. [Listen to the Interns and Arrange for Regular Supervisor/Mentor's Feedback](#)
- Attribute 17. [Support Interns' Professional Networking Opportunities](#)
- Attribute 18. [Allow Interns Access to Relevant Training for Entry-Level Staff](#)
- Attribute 19. [Ensure Interns Participate in Organization-Sponsored Community Service Projects](#)
- Attribute 20. [Review Intern's Performance and Intern's Deliverables \(Evaluation\)](#)
- Attribute 21. [Hold Farewell Reception \(Recognition\)](#)

Relevant Tools in this Internship Module

- Tool 17 [\[Sample\] Training Content for Supervisor/Mentor to Host Interns](#)
- Tool 18 [\[Reading Material\] Understanding Youth Development Framework](#)
- Tool 19 [\[Reading Material\] Tips on How You Can Work Better with Young People](#)
- Tool 20 [\[Sample\] Table of Contents for the Organization's Internship Handbook](#)
- Tool 21 [\[Reading Material\] Core-Competency Skills that Interns Can Develop through Internship Program](#)
- Tool 22 [\[Template for Interns\] Intern's Expectations and Interests Form with a Core-Competency Skills Self-Assessment](#)
- Tool 35 [\[Template for Interns\] Intern's Satisfaction Survey about the Internship Program](#)

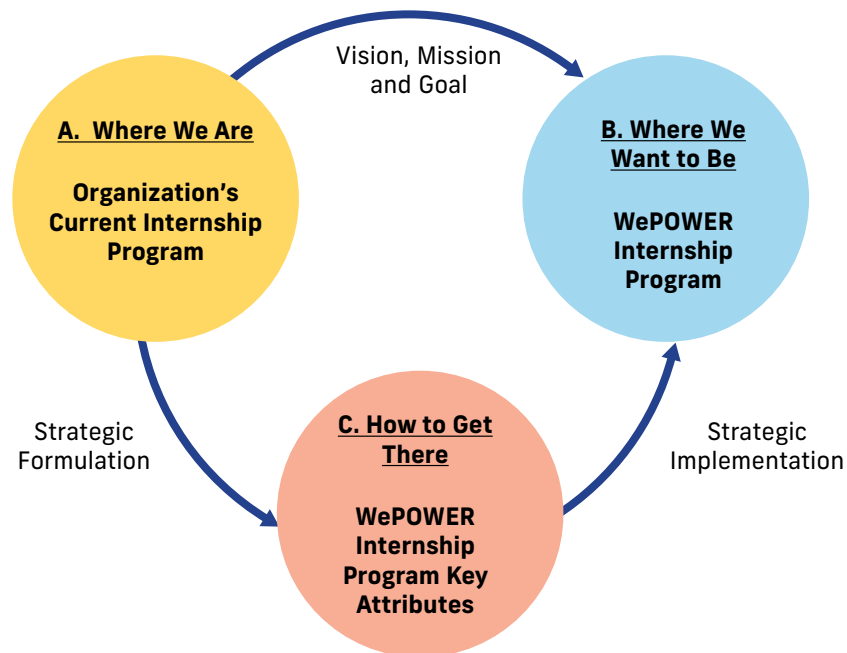
1.3. Methodology – Who Created This Guide and How?

Utilize the ABC Strategic Planning approach

Through this Guide, we use the ABC Strategic Planning approach (*Adapted from material developed by 'Farnum Alston and The Crescent Company, Bozeman, Montana' In the 'Creating Your Strategic Plan, Third Edition' John M. Bryson and Farnum K Alston*) (see Figure 1.8).

- | | |
|-------------------------------|---|
| a. Where We Are | To confirm your current situation
(Your organization's current internship) |
| b. Where We Want to Be | To define where you want to go
(WePOWER Internship Program) |
| c. How to Get There | To fill-in the gap between A and B
(WePOWER Internship Program Key Attributes) |

Figure 1.8: WePOWER Internship Program's ABC Strategic Planning



Source: Adapted from material developed by 'Farnum Alston and The Crescent Company, Bozeman, Montana' In the 'Creating Your Strategic Plan, Third Edition' John M. Bryson and Farnum K Alston

WePOWER Internship Working Group and Other Stakeholders

This module is built from the consensus of the WePOWER Internship Working Group, which consists of nine WePOWER Partners who have implemented internship programs (see Table 1.1). In addition, IEEE Women in Engineering (WIE) society's professors and HR experts also provided their guidance. Three consultation sessions were held to capture their experiences, challenges and expectations from the Internship Module to ensure its relevance and the Working Group reviewed the documents to confirm the Module is useful in the context of the South Asian Energy sector.

To help incorporate the views of student interns in the WePOWER Internship Module, the WePOWER Questionnaire for SAR Engineering Students on Internships was conducted in early 2022. The objective of the survey was to gain a better understanding of the experiences and needs of student interns in South Asia. An anonymous online [survey](#) was developed (link), and a snowball sampling method was utilized to reach appropriate respondents who have completed STEM-related internship programs. In total, 539 respondents (40 percent) from seven South Asian countries responded. The findings were used to inform the Internship Module and identify the Key Attributes presented. Please see the WePOWER Questionnaire for SAR Engineering Students on Internship 2022 - Summary of Findings document for more details on the methodology and results.

Table 1.1: The WePOWER Internship Working Group and Other Stakeholders who Developed the Module

	Country	Organization Name	Organization Type
1	Bangladesh	Grameen Shakti (GS)	NGO
2	Bhutan	Druk Green Power Corporation Limited (DGPC)	Public Utility
3	Bhutan	Bhutan Power Corporation (BPC)	Public Utility
4	India	Feedback Energy Distribution Organization Ltd. (FEDCO)	Power Company
5	India	Tata Power DDL	Power Company (Joint venture with the government)
6	India	POWERGRID	Power Company
7	Pakistan	Pakhtunkhwa Energy Development Organization (PEDO)	Public Utility
8	Pakistan	Lahore Electricity Supply Organization (LESCO)	Power Company
9	Pakistan	The Water and Power Development Authority commonly (WAPDA)	Public Utility
10	Afghanistan	Da Afghanistan Breshna Sherkat (DABS) <i>* Could not join after the government changed</i>	Public Utility



South Asian Engineering Students Questionnaires

<https://forms.office.com/r/r7LWw8vBMr>

Received 539 answers from eight SAR countries

**Academic Professors'
Views**

IEEE Women in
Engineering (WIE)
Professors

**HR Experts'
Advice**

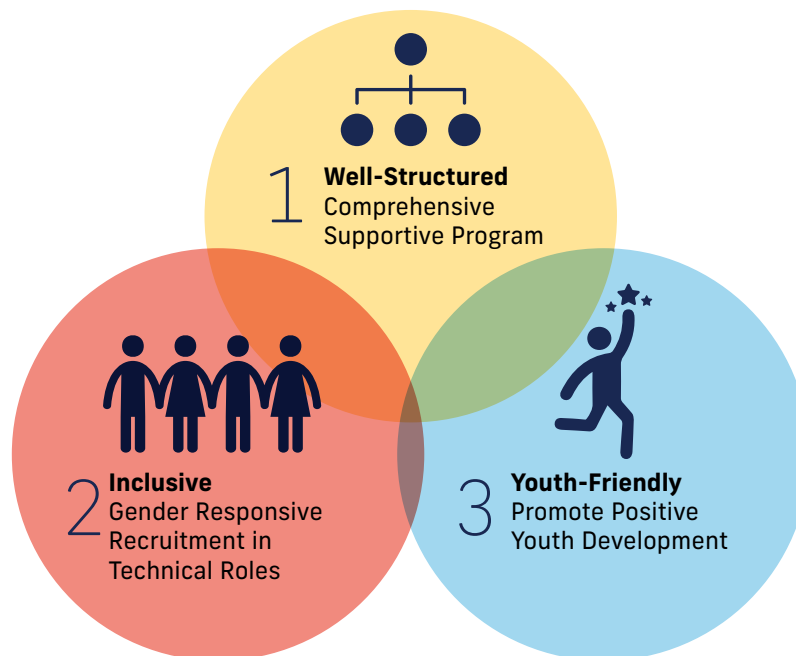
PART 2

The Three Principles of the WePOWER Internship Program

[HOME](#)[TABLE OF CONTENTS](#)[DOWNLOAD](#)

An ideal internship program should be well structured, inclusive and youth friendly. This section covers the three principles of the WePOWER Internship Program in more detail (see Figure 2.1).

Figure 2.1: Three Principles of the WePOWER Internship Program

**1. Well-Structured:**

A Comprehensive Structured Internship Program takes a performance-based approach with structured support for interns — from orientation to post-completion — in order to maximize the outcomes for both the organization and the intern

2. Inclusive:

Addressing normative and institutional barriers to women's employment in technical roles and designed to attract talented women with STEM education

3. Youth-Friendly:

Positive Youth Development approach to engage and maximize the intern's personal and professional growth.

2.1 [Well-Structured] Comprehensive Structured Program to Generate Positive Post-Internship Outcomes

A recent International Labor Organization (ILO) report^{5,6} on internships and employability emphasized the quality of the internship as ‘formal, structured internships are associated with much better outcomes’ for post-internship employability. Interns need meaningful tasks, positive guidance and engagement. Intern roles should be meaningful and go beyond passively attending meetings, getting coffee, filing, making copies and reading manuals. Organizations need to provide a clear structure of interns’ entire program, like the onboarding process for new or entry-level staff (see Box 2.1).

Box 2.1: Student’s Voice About the Internship Experience

When South Asian student Tanya was a junior (3rd year) at a university, she got an internship opportunity at an energy utility. Her excitement soon turned into disappointment because she did not understand the specific tasks she should or was expected to perform. The supervisor told her, “Please research them,” with a pile of documents on her desk. She did not get any specific guidance and support, so she tried to comprehend the situation. However, she found that no one in her department knew about her role as an intern. Consequently, she just spent her time at her desk during the program period.

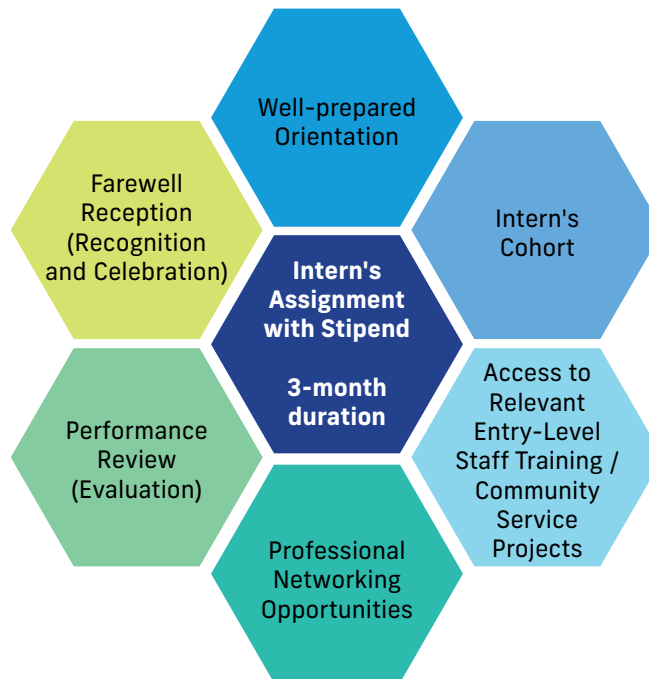
In contrast, when Tanya joined another internship program at the Ashoka Foundation, she was given a welcoming orientation and assigned to a project with clear deliverables. At the end of the program, the supervisor evaluated her performance, and she was able to reflect on her internship with co-workers. As a result, she obtained feedback for professional growth and had a productive internship experience.

Everyone likes to be recognized and rewarded for their achievements, and interns are no different.

The ILO found that having a feedback mechanism, stipend, mentorship support and certifications, etc. leads to more significant positive impacts. At least a three-month period is recommended for providing a well-structured internship program, with meaningful outputs for both the organization and the intern. To help determine the intern’s work program and any compensation, consider: i) appropriate tasks the organization can provide the intern with, and ii) calculate the time the intern needs for those tasks. Please refer to more details in [Attribute 5. Decide Whether the Internship Program Supports Paid or Unpaid for Interns](#). The ILO also stresses the importance of minimizing the risks of exploitation of interns as free labor. Conditions for a safe, productive and positive experience for the intern and the supervisors should be provided.

5 ILO “[Internships, Employability and the Search for Decent Work Experience](#)”, by Andrew Stewart, Rosemary Owens Niall O’Higgins, Anne Hewitt, June 2021

6 [Public seminar about this publication](#)

Figure 2.2: Key Elements of a Well-Structured Internship Program

The key program elements of a well-structured internship are illustrated in Figure 2.2.

- ✓ Provides Stipend
- ✓ At least three-month duration
- ✓ Well-prepared Orientation
- ✓ Intern's Cohort
- ✓ Access to Relevant Entry-Level Staff Training
- ✓ Community Service Projects
- ✓ Professional Networking Opportunities
- ✓ Performance Review (Evaluation)
- ✓ Farewell Reception (Recognition and Certification)

Principal 1. Well-Structured



Comprehensive Structured Program to Generate Positive Post-Internship Outcomes

Related WePOWER Internship Program's Attributes:

- ✓ [Appoint an Internship Coordinator](#)
- ✓ [Decide Whether the Internship Program Has Paid or Unpaid for Interns](#)
- ✓ [Define Meaningful Work Assignment for Interns which Align with Organizational Needs](#)
- ✓ [Write a Clear Job Description \(ToR\) with a Comprehensive Structured Program](#)
- ✓ [Communicate Proactively with Partners for Inclusive Recruitment Outreach](#)
- ✓ [Ensure that the Supervisor/Mentor Is Well Prepared to Host Interns](#)
- ✓ [Conduct a Well-Prepared Orientation](#)
- ✓ [Develop the Intern's Workplan and Set Deliverables and Milestones with the Intern \(as per ToR\)](#)
- ✓ [Listen to the Interns and Arrange for Regular Supervisor/Mentor's Feedback](#)
- ✓ [Support Interns' Professional Networking Opportunities](#)
- ✓ [Allow Interns Access to Relevant Existing Training for Entry-Level Staff](#)
- ✓ [Ensure Interns Participate in Organization-Sponsored Community Service Projects](#)
- ✓ [Review the Intern's Performance and Deliverables \(Evaluation\)](#)
- ✓ [Hold Farewell Reception \(Recognition\)](#)

WePOWER Partner Example



DGPC (Bhutan) its own policy guidelines for internship programs

The Druk Green Power Corporation (DGPC) has its own policy and guidelines. First, the requesting divisions provide a list of task/activities that interns undergo during the internship program; they are given a tour of the premises followed by a formal introduction to colleagues, mentors and supervisors. Then, the interns are given a workplan with clear objectives. Towards the end of the internship period, the supervisor evaluates performance. Finally, DGPC conducts an exit interview with both interns and supervisors.

2.2 [Inclusive] Inclusive Recruitment on Technical Roles and Attracting More STEM Women Talent

Poor participation in SAR STEM fields contributes to the low number of women in SAR Energy. A considerable gap in the number of men and women professionals working in the SAR Energy sector, which ranges from 3-22 percent women out of total staff, has been broadly observed. Most women are in non-technical positions. However, looking deeper into the issue, various power utilities point to the presence of fewer qualified women in the job pool as the reason behind this steep number divide. This results from the low number of women in STEM fields. Data shows that female students account for 0 to 31 percent of total students in SAR Engineering Programs (see Figure 2.3).⁷

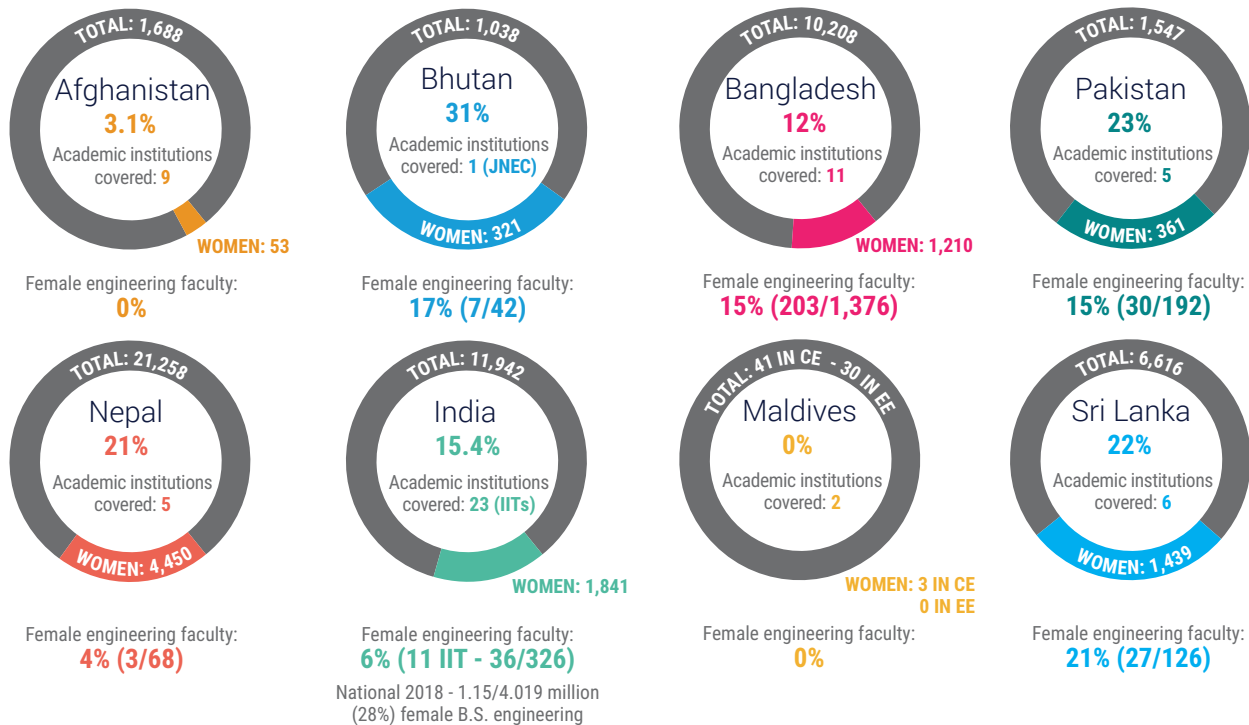
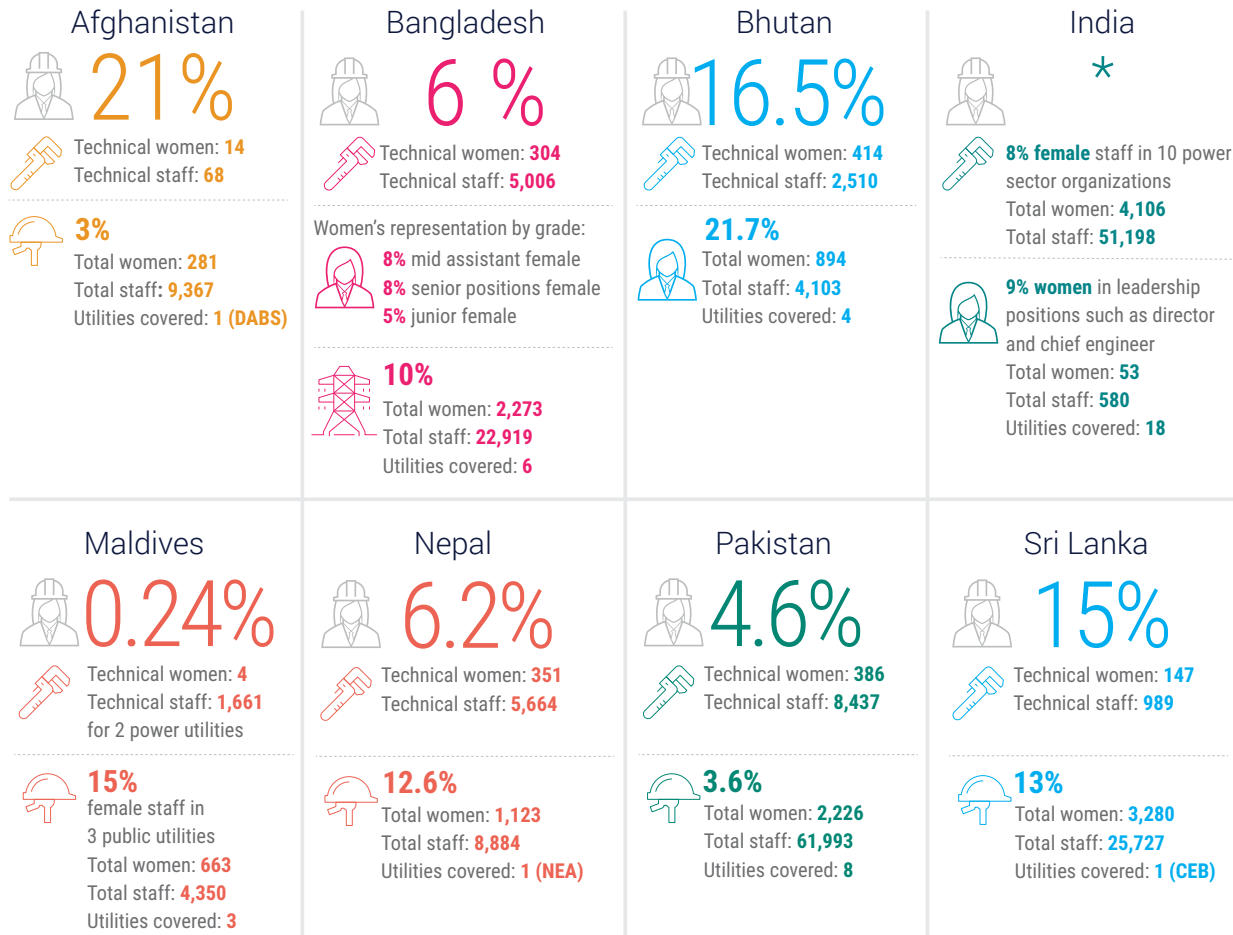
Many STEM women graduates fail to transition to a STEM career. Retention is low for those that do find jobs, especially after marriage and children. The lack of women engineers role models, low awareness of jobs/careers in the Energy sector and the lack of inclusive facilities and policies in the Energy sector are all contributing factors. WePOWER Partners are trying to address this gap through focus on STEM job/career awareness, field/study trips and internships for female students. Please read the WePOWER Baseline Assessment for more details.

Internship programs can play a critical role in drawing young talents into the SAR Energy sector and supporting women at the school-to-work transition point. Globally, a greater percentage of working-age men are in the workforce than working-age women, even though girls do well in STEM-related studies over the education life-cycle.¹ Internships help interns gain a better understanding of careers, give them a chance to interact with role models and acquire critical fieldwork experience crucial for careers in the Energy sector. It is important that the unique features of an internship program are properly communicated through student outreach, internship announcements and even brochures and videos documenting the experiences/recommendations of previous interns. Student outreach and greater awareness of the Internship Program and supportive policies, such as the ones against Sexual Harassment, and training opportunities can encourage top STEM students to apply for internship. The key attributes to achieving this are listed below.

Picture 2.1: Ms. F. joined Grameen Shakti Internship Program as a Researcher. Source: Grameen Shakti



Figure 2.3: Women’s Representation in SAR Power Sector Organizations and Engineering Programs (2018)



Box 2.2: IEA Emphasizes a Global Talent Shortage in Renewable Energy

Climate Change commitments have necessitated enormous investments in renewables – which will drive the demand for green jobs. However, there is a global skills/talent shortage. There is a broad consensus that the sector urgently needs new engineers and better career guidance to navigate the complex and evolving field/technologies and job types. The International Energy Agency (IEA) emphasizes in a report that gender diversity in the Energy sector is vital for driving more innovative and inclusive solutions for clean energy transitions worldwide. Widely regarded as one of the minor gender-diverse parts of the economy, the Energy sector needs to shift the dial by drawing on all talents to deliver a secure, affordable and sustainable future for all.

Picture 2.2: Road to a wind park



Principal 2. Inclusive



Inclusive Recruitment in Technical Roles and Attract More STEM Women Talent

Related WePOWER Internship Program's Attributes:

- ✓ [Appoint an Internship Coordinator](#)
- ✓ [Hire Interns in a Cohort and Create a Women's Cohort](#)
- ✓ [Define Meaningful Work Assignments for Interns which Align with Organizational Needs](#)
- ✓ [Write a Clear Job Description \(ToR\) with a Comprehensive Structured Program](#)
- ✓ [Communicate Proactively with Partners for Inclusive Recruitment Outreach](#)
- ✓ [Make the Intern Selection Process as Transparent as Possible](#)
- ✓ [Provide Safe Transportation and Inclusive Facilities](#)
- ✓ [Activate Anti-Sexual Harassment Measures and Intern's Multiple Response Options](#)
- ✓ [Allow Interns Access to Relevant Existing Trainings for Entry-Level Staff](#)

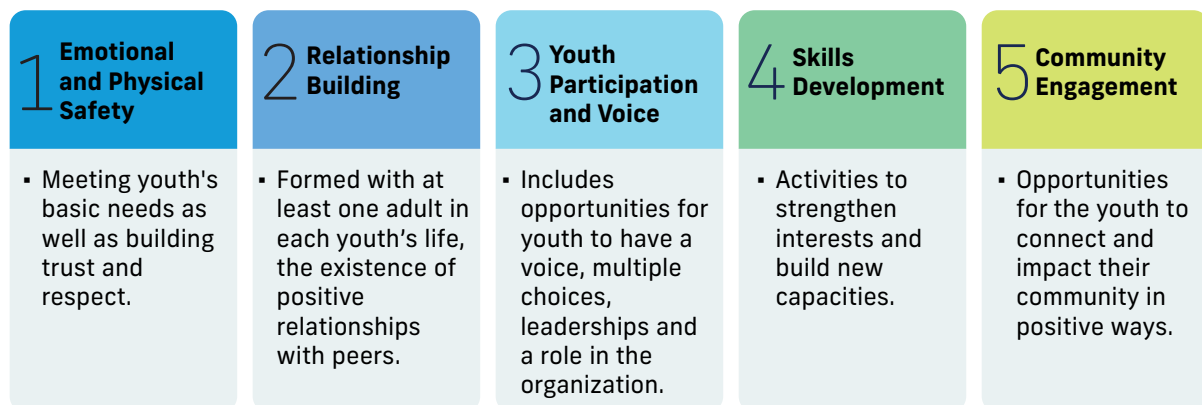
2.3. [Youth-Friendly] Using the Youth Development Framework to Improve Engagement and Performance of Interns

Creating a safe and positive environment utilizing a Youth Development approach can help improve engagement and motivation of the interns. This is key to maximizing intern performance and quality of the internship program. A well-designed internship can have an incredibly positive impact on a youth's professional and personal life.

Understanding youth and what to expect from young people developmentally will be critical for success in the internship. First and foremost, youth want to be appreciated and respected as individuals. Employers (the organizations) will play a critical role in helping youth develop skills and create relationships they may not experience at school or home.

There are five critical points of the “Youth Development Supports and Opportunities” related to internships⁷ (see Figure 2.4).

Figure 2.4: Selected Youth Development Supports and Opportunities Related to Internships



Source: Sacramento Employment and Training Agency, Youth Employment and Training Program, [Creating a Youth-Friendly Workplace: An Employer's Guide to Building a Quality Internship](#)

More than 50 years of youth development research has identified the “Building Blocks for Learning”⁸ (a development roadmap of children/students/youth) or conditions (called “supports and opportunities”) that contribute to members of the youth community developing into self-sufficient, caring and contributing adults. The youth development framework is integrated into the Key Attributes of the WePOWER Internship Module. The following figure (see Figure 2.5) shows each “Supports and Opportunities” stage with its overview.

⁷ Sacramento Employment and Training Agency, Youth Employment and Training Program, [Creating a Youth-Friendly Workplace: An Employer's Guide to Building a Quality Internship](#)

⁸ Turnaround for children, [Building Blocks for Learning](#)

Figure 2.5: Youth Development Supports and Opportunities

3.1. Emotional and Physical Safety	
<p>Overview: Young people can be unaware of proper workplace behavior, boundaries and expectations that are not made explicit. Therefore, when introducing interns to the workplace, it is vital to set a warm tone while clearly defining roles, setting expectations and establishing boundaries. A well-prepared orientation can set the conditions for a safe and positive experience for the intern.</p>	<p>Quick Tips</p> <ul style="list-style-type: none"> • Orient the interns to the workplace and introduce them to co-workers. • Employees call the interns by names. • Provide reliable equipment and demonstrate how to use it safely. • Know and uphold sexual/racial harassment policies. • Identify space for the intern to work that is their own. • Explain expectations regarding breaks, lunch, appropriate behavior, etc.
3.2. Relationship Building	
<p>Overview: Building a positive working relationship with the interns will increase productivity from the start. The intern should have at least one caring adult, the Supervisor/Mentor, who meets them regularly to address questions and concerns. An employer working with an intern gives the latter an excellent opportunity to model appropriate boundaries and respectful communication, and also demonstrate a sense of enjoyment for work. The intern will take cues from the Supervisor/ Mentor and others in the workplace regarding what is or is not acceptable. Internships are most successful when employers leverage their unique expertise with workplace guidance that supports the young person's development.</p>	<p>Quick Tips</p> <ul style="list-style-type: none"> • Always model respectful communication and appropriate boundaries. • Create opportunities for the intern to observe/learn professional behavior. • Be sensitive to the individual realities of interns, including youth with disabilities, from different countries, or those who speak other languages.
3.3. Youth Participation and Voice	
<p>Overview: Take time to listen to the interns. Ask them about their interests and, together, set expectations for the internship. Share something about yourself, like how you got into your career or previous jobs that you have held. Identify projects that might fit well with the intern's interests. Interns thrive when they get a sense of the "big picture" and input their work. They like to be productive, not simply observe the workplace or do menial tasks.</p>	<p>Quick Tips</p> <ul style="list-style-type: none"> • Learn about the intern's interests and expectations for the internship. • Develop a workplan with the intern to guide the experience. • List tasks that are expected of the intern and define the skills those tasks will help develop or enhance. • Take regular feedback from the intern about the internship experience.

3.4. Skills Development

Overview: The interns consider the Core-Competency Skills relevant to the profession –such as problem-solving; oral and written communication; teamwork and leadership; creativity; time-management; and social responsibility – before joining the internship. The Supervisor/Mentor will confirm tasks that allow the intern to develop these skills. Regular feedback guides the interns into increasingly challenging duties and responsibilities. Finally, review the intern’s Core-Competency Skills development at the end of the internship, reflecting upon growth areas.

Quick Tips

- Discuss Core-Competency Skills critical to the intern’s professional/ career field.
- Define assignments incrementally, including building these skills and confidence as well as the interns’ interests.
- Provide a variety of activities and scaffold the interns so they can take on more challenging tasks as the internship progresses.

3.5. Community Engagement

Overview: The organization could be the source of inspiration that ignites the interns’ passion and lifelong involvement in civic activities. Consider how the organization contributes economically and socially to local and global communities. Allow the interns to learn what the organization values through committee work, discussions with staff, and, if available, organization-sponsored community service projects. These opportunities are often overlooked.

Quick Tips

- Provide brochures and other materials that explain the organization’s values.
- Discuss how the organization contributes economically and socially to the local and global communities.
- Involve interns in an organization-driven community-service project.

Source: Creating a Youth-Friendly Workplace: [An Employer’s Guide to Building a Quality Internship](#), Sacramento Employment and Training Agency, Youth Employment and Training Program, Edited

Principal 3. Youth-Friendly

Using the Youth Development Framework to Improve Engagement and Performance of Interns



Related WePOWER Internship Program’s Attributes:

- ✓ [Hire Interns in a Cohort and Create a Women's Cohort](#)
- ✓ [Ensure that the Supervisor/Mentor Is Well Prepared to Host Interns](#)
- ✓ [Conduct a Well-Prepared Orientation](#)
- ✓ [Develop the Intern’s Workplan and Set Deliverables and Milestones with the Intern \(as per ToR\)](#)
- ✓ [Listen to the Interns and Arrange for Regular Supervisor/Mentor’s Feedback](#)
- ✓ [Support Interns’ Professional Networking Opportunities](#)
- ✓ [Allow Interns Access to Relevant Existing Training for Entry-Level Staff](#)
- ✓ [Ensure Interns Participate in Organization-Sponsored Community Service Projects](#)
- ✓ [Review the Intern’s Performance and Deliverables \(Evaluation\)](#)
- ✓ [Hold Farewell Reception \(Recognition\)](#)

2.1. Tool 1 [Checklist] List of All Attributes of the WePOWER Internship Program



Instructions: For organizations. Use this checklist to identify and address gaps between the organization's current internship program and the WePOWER Internship Program.

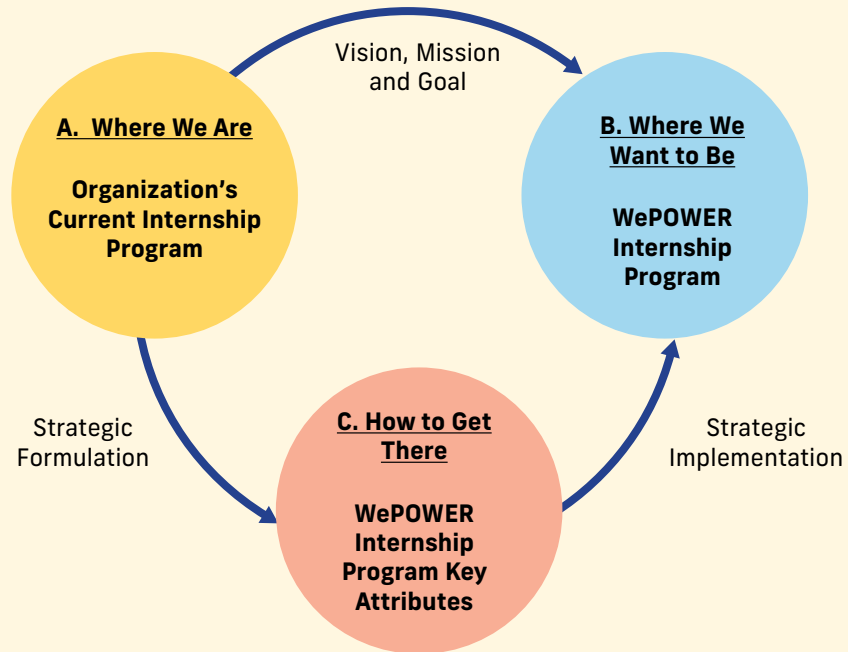
Stages	Steps	No	List of All the Attributes of WePOWER Internship Program	A. Does org. have it now?	B. Want to include it?	C. How to implement it? (your memo)
I. Preparation	1) Pre-Preparation	1	Confirm the Best Internship Type for Your Organization and Develop Your Organization's Internship Policy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		2	Appoint an Internship Coordinator	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		3	Identify a Supervisor and Mentor for the Intern	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		4	Hire Interns in a Cohort and Create a Women's Cohort	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		5	Decide Whether the Internship Program Has Paid or Unpaid for Interns	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		6	Define Meaningful Work Assignments for Interns Which Align with Organizational Needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	2) Recruitment	7	Write a Clear Job Description (ToR) with a Comprehensive Structured Program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		8	Communicate Proactively with Partners for Inclusive Recruitment Outreach	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		9	Make the Intern Selection Process as Transparent as Possible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	3) Pre-Arrival	10	Sign the Internship Agreement Between the Intern and the Organization	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		11	Provide Safe Transportation and Inclusive Facilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		12	Activate Anti-Sexual Harassment Measures and Intern's Multiple Response Options	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		13	Ensure that Supervisor/Mentor Is Well Prepared to Host Interns	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Stages	Steps	No	List of All the Attributes of WePOWER Internship Program	A. Does org. have it now?	B. Want to include it?	C. How to implement it? (your memo)
II. Implementation	4) Orientation	14	Conduct a Well-Prepared Orientation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		15	Develop the Intern's Workplan and Set Deliverables and Milestones with the Intern (as per ToR)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	5) Execution of the Program	16	Listen to the Interns and Arrange for Regular Supervisor/Mentor's Feedback	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		17	Support Interns' Professional Networking Opportunities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		18	Allow Interns Access to Relevant Training for Entry-Level Staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		19	Make Sure Interns Participate in Organization-Sponsored Community Service Projects	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	20	Review Intern's Performance and Deliverables (Evaluation)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
7) Closing	21	Hold a Farewell Reception (Recognition and Celebration)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
III. Post-program	8) Maintenance	22	Stay Connected with Interns Post-Completion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	9) Analysis	23	Monitor and Analyze Key Indicators for Next Cohort	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Supporting Material for Tool 1: Utilize the ABC Strategic Planning approach

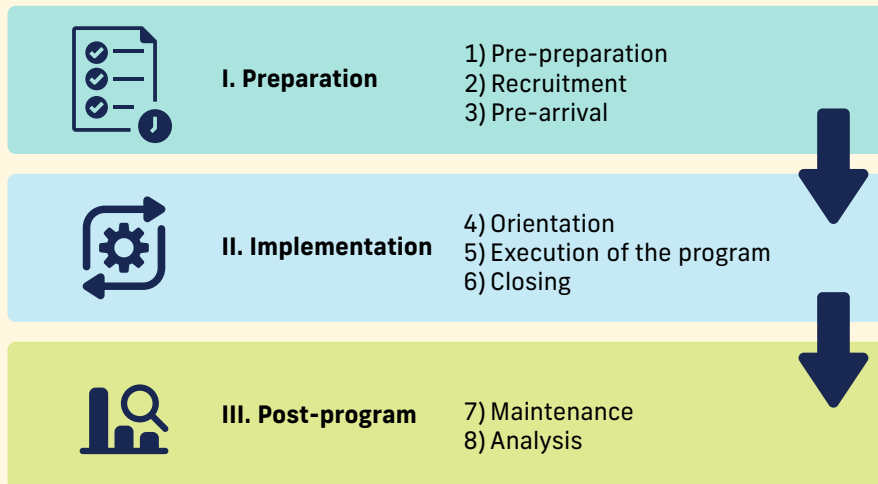
Instructions: The following figure helps the organization find where/which parts the organization wants to strengthen - the ABC Strategic Planning approach “Where you want to be”.

Figure 2.6: WePOWER Internship Program's ABC Strategic Planning



Source: Adapted from material developed by 'Farnum Alston and The Crescent Company, Bozeman, Montana' In the 'Creating Your Strategic Plan, Third Edition' John M. Bryson and Farnum K. Alston

Figure 2.7: Eight Basic Steps of WePOWER Internship



To set the SMART targets, please refer to the [Tool 27 \[Reading Material\] S.M.A.R.T Goal-Setting Guide](#)

PART 3

Key Attributes of the WePOWER Internship Program

[HOME](#)[TABLE OF CONTENTS](#)[DOWNLOAD](#)

This section covers each attribute of the WePOWER Internship Program in detail

3.1. Attribute 1. Confirm the Best Internship Type for Your Organization and Develop Your Organization's Internship Policy



What type of internship does your organization currently offer? According to the International Labor Organization (ILO), there are typically three internship types (see Figure 3.1.1):

1. **Academic Study Type Internship:** Internships where the experience is strongly related to the course of Academic Study. This is the most common internship type in the United States and at the global level. Students typically receive school credits for on-the-job training in a field relevant to their studies.
2. **Employment Opportunity Type Internship:** Work experience undertaken as part of an Active Labor Market Program (to gain a full-time employment opportunity from the organization). Can be paid.
3. **Open Market Type Internship:** Work experience in companies or organizations which do not fall under either of the aforementioned criteria. There are instances when organizations need specific skills (such as web or graphic design), they hire a skilled student using their internship structure to fill this short-term need. The ILO sees this type as a means of getting cheap labor or as replacement for existing workers.

Most organizations in SAR offer an 'Academic Study' Type Internship. Indeed, 78 percent of the survey respondents shared that internship is an extremely important requirement to graduate from school (see Box 3.1.1: 'Findings from discussion with WePOWER Internship Working Group', Box 3.1.2: 'Academic Credit – How does it work?' and Box 1.A: WePOWER Questionnaire for SAR Engineering Students on Internships #9).

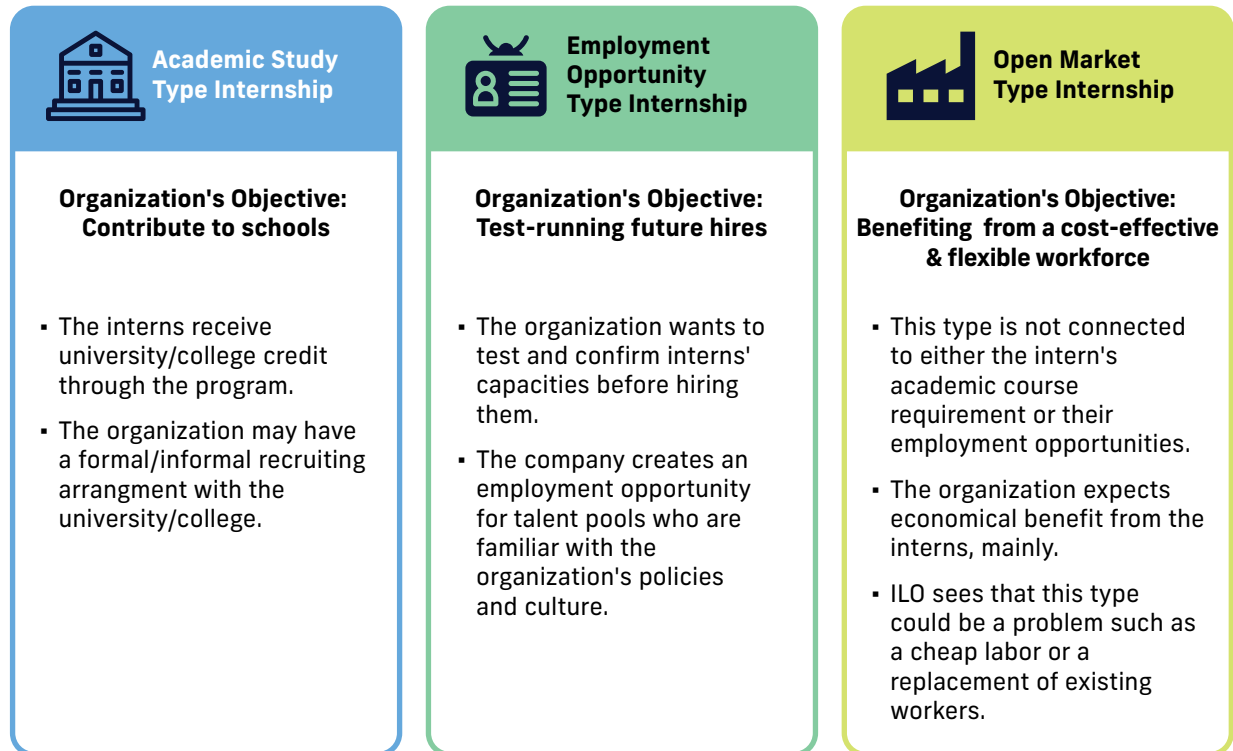
Hiring process in South Asia public utilities follow the government guideline. This does not overlap with the internship program within the utilities. The South Asia public utilities staff seats are minimal and competitive. Therefore, Interns cannot transition to staff without being recruited through the utility hiring process.

Unlike many educational institutions, SAR utilities typically do not have a designated Internship Coordinator. An Internship Coordinator's responsibility is to manage the internship program and interface with the employees. In the utilities, typically, multiple members of the HR department cover these responsibilities.

Does the organization have an internship policy?

After determining the type of internship, ensure that the organization has an adequate internship policy. Please refer to [Tool 2 \[Template\] Internship Policy for an Organization \(Employer\)](#) to help develop a new policy or strengthen the existing policy. It is important to modify as per the legal requirements of country/region and the organization.

Figure 3.1.1: Three different internship types, defined by ILO



Discussions with the WePOWER Internship Working Group confirmed that most internship programs offered by WePOWER Partners fall under the 'Academic Study' category. Most SAR Energy sector organizations see their internship programs as a public service/good that supports young people and universities – sometimes even as part of CSR; employers treat internships as a CSR activity. Many of our partners typically receive requests from universities and/or governments to hire interns (students) (see: Box 3.1.2 'Academic Credit – How does it work?' and WePOWER Questionnaire for SAR Engineering Students on Internship #9).

Since demand generates internships, factors such as duration, job description, whether paid/unpaid are contingent on the requests by the academic institutions. Some academic curricula unpaid work experience due to their accreditation requirements and are facilitated within the academic department. Because internship experiences that strengthen the CV are considered valuable for potential job openings, interns may accept unpaid internships. However, good practice favors providing paid internships (even if the stipend is nominal), no matter what type of internship it is.

SAR public utilities act as important 'vocational training centers' for students to join the larger Energy sector. This is a function of the limited external opportunities for students to gain relevant experience in their country. Indeed, in many cases, these utilities provide the students with professional experience and issue internship certifications that they use as proof of receiving training at the organization (public utility). Obtaining a completion certificate can give a leg up for interns in getting energy-related jobs outside the utility after the program.

WePOWER Partner Example 1.A



PEDO (Pakistan) develops its internship policy governed by Khyber Pakhtunkhwa's Provincial Internship Policy

Peshawar Electricity Development Organization (PEDO) follows the provincial government of Khyber Pakhtunkhwa (KPK) Pakistan in developing its organizational policy for internships. The Policy aims to launch a long-term program to help young graduates/certificate holders of professional courses in different fields develop their intellectual skills, provide them with experiences that encourage them to become contributing, caring members of their communities and acquaint them with the functioning of the government machinery. PEDO offers 100 slots to male and female interns for one year. Interns receive Rs 25,000 a month and an internship completion certificate.

WePOWER Partner Example 1.B



WAPDA (Pakistan) applied Higher Education Commission's policy on internships students to design their internships

The Water & Power Development Authority (WAPDA) introduced its Internship Program in March 2022. An Internship Section Team (IST) comprising a Program Head, a Manager and a Supervisor was formed to design the program as per professional, academic and organizational requirements. While designing the program, the team studied the Higher Education Commission's (HEC) policy on internships for technical students and Pakistan Engineering Council's (PEC) instructions on internships for young professionals. According to both, to meet the academic or professional criteria, technical students/professionals must pursue an internship of 3 credit hours, 10-12 working hours in a week. Therefore, WAPDA IST devised a proposal for 7/8 weeks for students and fresh graduates respectively

WePOWER Partner Example 1.C



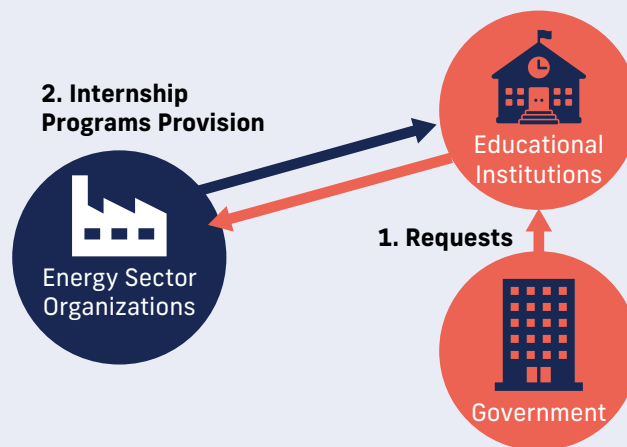
DGPC (Bhutan) developed its own policy guidelines for internship programs

The Druk Green Power Corporation (DGPC) has its own policy and guidelines. First, the requesting divisions provide a list of tasks/activities that interns perform during the internship program. Interns undergo the orientation program; they are given a tour of the premises followed by a formal introduction to colleagues, mentors and supervisors. Then, the interns are given a workplan with clear objectives. Towards the end of the internship period, the supervisor evaluates performance. Finally, DGPC conducts an exit interview with both interns and supervisors.

Box 3.1.1: Findings from Discussions with WePOWER Internship Working Group

Discussions with the WePOWER Internship Working Group confirmed that most of internship programs offered by WePOWER Partners fall under the 'Academic Study' category. Most SAR energy sector organizations see their internship program as a public service/good that supports young people and universities – sometimes even as part of CSR requirements. Many of our partners typically receive requests from universities and/or governments to hire interns (students) (see: Box 3.2 'Academic Credit – How does it work?' and WePOWER Questionnaire for SAR Engineering Students on Internships #9).

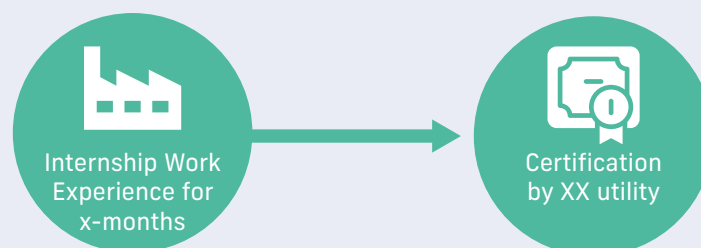
Figure 3.1.2: South Asian Internship Programs Generation Process



Since demand generates internships, factors such as duration, job description, whether paid/unpaid are contingent on the requests by the academic institutions. Some academic curriculums require unpaid work experience due to their accreditation requirements and are facilitated within the academic department. Because internship experience that strengthens the CV are considered valuable for potential job openings, interns may accept unpaid internships. However, good practice favors providing paid internships (even if the stipend is nominal), no matter what type of internship it is.

SAR Public utilities act as important 'vocational training centers' for students to join the larger energy sector. This is a function of the limited external opportunities for students to gain relevant opportunities in their country. Indeed, in many cases, these utilities provide the students with professional experience and issue internship certifications that they use as proof of receiving training at the organization (public utility). Obtaining a completion certificate can give a leg up for interns in getting energy-related jobs outside the utility after the program.

Figure 3.1.3: Work Experience Certificate at XX Utility

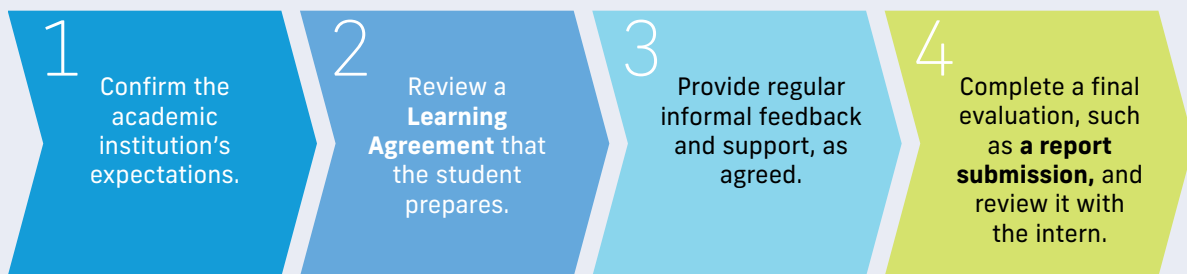


Box 3.1.2: Academic Credit – How does it work?

The Energy sector organizations (employers) and the academic institution (the intern’s school) may have a formal or informal MoU to support student interns for academic credit. Signing a learning agreement between the student and the utility/energy sector organization, and submitting a final evaluation report, are critical best practices for credit-bearing internships. (Please see samples as provided [Tool 7 \[Template\] Internship Agreement \(1\) - Between Three Parties: Intern, Organization, and Academic Institution](#) and [Tool 8 \[Template\] Internship Agreement \(2\) - Between Two Parties: Intern and Organization](#))

Therefore, the South Asian internship places too much importance on the academic part; in other words, the focus of the intern’s assignments is more on experience than deliverables. WePOWER Internship Program aims at a different ‘win-win’ relationship where an intern works for the employers with clear deliverables. It should have a structured program with a workplan, monitoring and deliverable evaluation.

Figure 3.1.4: Academic Type Internship Process



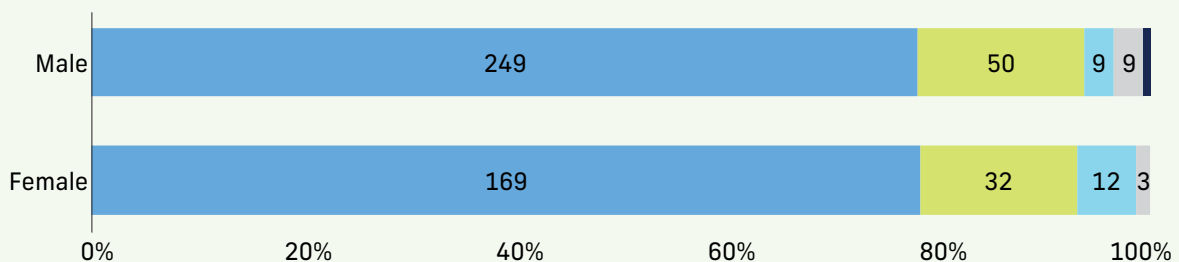
Box 1.A: WePOWER Questionnaire for SAR Engineering Students on Internships #9

How important is an internship program for you to graduate from your school? (= to obtain your school credit)

A total of 502 (93.1%) think an internship is important.

- 249 male students compared to 169 female students think that an internship program is extremely important for them to graduate.

■ Extremely important ■ Somewhat important ■ No credit offered
 ■ Somewhat not important ■ Not important at all



3.1.1. Tool 2 [Template] Internship Policy for an Organization (Employer)



Instructions: For the organization. Please modify the template according to the internship type, local laws and conditions of internships. This document is NOT an exact policy but only guidelines.

Draft Policy

[Organization Name] shall provide a well-structured internship program for interested students. Internships are for a limited period and are intended to fulfill academic requirements.

[Organization Name] is an equal opportunity employer and encourages female students to apply for internships in technical and field positions. Code-of-conduct policies and Anti-Sexual Harassment trainings and support are required/available for all interns.

The Internship Program provided by [Organization Name] shall:

1. Provide on-the-job practical learning experiences for interns
2. Orient interns to work culture and organizational environment
3. Work towards gender diversity in internship positions, especially in technical roles
4. Help interns undergo personal development through structured learning opportunities
5. Ensure a safe, respectful, protective and supportive environment for interns
6. Ensure that all staff are aware of the rights of the interns, and [organization's] commitment to the well-being and positive learning experience of the interns.

The duration of an internship assignment will be determined based on academic requirements and the needs of [Organization Name]. The duration must be sufficient for interns to gain meaningful experience and may correspond to the academic calendar, unless the educational institution is unable to accommodate this.

The Terms and Conditions for interns, faculty and organization are specified in Appendix 1 Internship Agreement.

Additional terms and conditions are:

1. Internship is not an indication of future employment. There is no promise of compensation, express or implied.
2. The intern is subject to the same sanctions as employees in case of violation of the code of conduct, up to and including dismissal. Appendix 2 Code of Conduct. Per that same Code of Conduct, the intern is to follow office decorum.

3. The intern shall hold all business information, such as proprietary financial records, pricing, legal documents, technology, personnel documents, etc. as strictly confidential. The intern shall not divulge any information designated confidential or proprietary learned during the time of the internship
4. [Organization Name] respects the rights and dignity of all people, therefore, the conduct of interns shall be free from harassment (including sexual harassment) and bullying. Interns have the right to report violations of this policy per the attached Appendix 3 Anti-Sexual Harassment Policy and Multiple Response Options/Procedures, or per the laws of the land.
5. As per the terms and conditions of the Internship Agreement, interns have the right to receive performance feedback from the supervisor. Such feedback will be provided in writing within 7 business days of the completion of the internship as in Appendix 4 performance assessment process.

Appendix 1: Internship Agreement

- Provided in [Tool 7 \[Template\] Internship Agreement \(1\) - Between Three Parties: Intern, Organization, and Academic Institution](#), or
- Provided in [Tool 8 \[Template\] Internship Agreement \(2\) - Between Two Parties: Intern and Organization](#)

Appendix 2: Code of Conduct

- Provided in [Tool 11 \[Sample\] Code of Conduct](#)

Appendix 3: Anti-Sexual Harassment Policy and Multiple Response Options/Procedures

- Provided in [Tool 12 \[Sample\] Anti-Sexual Harassment Policy](#)
- Provided in [Tool 15 \[Sample\] Interns' Multiple Response Options/Procedures to Sexual Harassment](#)

Appendix 4: The Supervisor's Assessment Form to the Intern's Performance

- Provided in [Tool 34 \[Template\] The Supervisor/Mentor's Assessment From the Intern's Performance, End of the Internship](#)



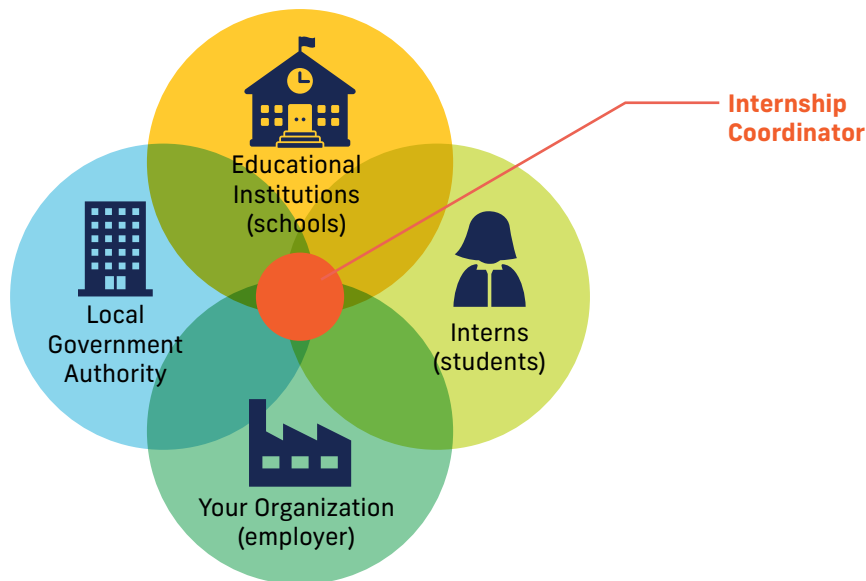
3.2. Attribute 2. Appoint an Internship Coordinator

To oversee a successful Internship Program, it is recommended that the employer assign an Internship Coordinator. This is someone who can interface with the education institutions and serve as a point of reference for the interns. This role should oversee the organization's internship programs, from design to implementation. The coordinator has a hand in hiring/placement/assignment of interns to different Supervisors/Mentors. Throughout the process, the Internship Coordinator acts as a liaison between (see Figure 3.2.1):

1. Educational institutions (schools = student's faculty sponsor, school's career center director and/or school career counselors);
2. Interns (students, recent graduates, young people);
3. The organization (employer = hiring department and HR department, staff); and
4. Local government authorities and other external organizations.

The Internship Coordinator typically works in the Human Resources (HR) department, could be an office manager or project/team leader, and be the overall director of the internship program.

Figure 3.2.1: Internship Coordinator's Position



The Internship Coordinator's responsibility is to design and oversee a **comprehensive and well-structured Internship Program**. The person must also ensure compliance with national laws/regulations, as well as the organization's Internship Policy. To excel as an Internship Coordinator, the person must have strong interpersonal and communication skills in order to interact effectively with interns and hiring departments in the organization, and exercise sound judgement when selecting interns. Excellent organizational skills and computer proficiency are also helpful for maintaining records of prospects and conducting the necessary follow-up. Ideally, the candidate must have a bachelor's degree and work experience in other roles in the Energy sector.

Please find a template of the Terms of Reference (ToR) for the Internship Coordinator - [Tool 3 \[Template\] ToR of an Internship Coordinator for the Energy Sector Organization](#).

WePOWER Partner Example 2.A



PEDO (Pakistan) appoints an Internship Coordinator who specifically focuses on mentor/supervisor-intern coordination

Peshawar Electricity Development Organization (PEDO)'s HR department is highly active in coordinating relevant processes and tasks for interns. The HR appoints a Coordinator who focuses exclusively on placing interns with departments that align with their areas of interest and finds mentors and supervisors for each of them. Therefore, the Coordinator handles all relevant tasks related to PEDO's internship programs.

3.2.1. Tool 3 [Template] ToR of an Internship Coordinator for the Energy Sector Organization



Instructions: For the organizations. This is only a template that must be modified according to the organization's requirements.

Draft Terms of Reference

INTERNSHIP COORDINATOR IN ENERGY SECTOR ORGANIZATION

Full-time position with full benefits

OVERVIEW: The Internship Coordinator is a full-time, professional staff member in the Human Resources (HR) department and reports to the Director of HR. The team consists of XX full-time staff members, including XX professional staff and XX administrative specialist. Part-time staff includes XXXXX.

QUALIFICATIONS: This position requires a bachelor's degree/ a master's degree in Student Affairs, Counseling, Human Resources or a closely related field. The ideal candidate will have a minimum of one to two years' experience in developing, promoting, and managing internship/experiential learning opportunities for students, preferably in the Energy sector. The position requires a dynamic individual with strong verbal and written communication skills, a commitment to inclusive excellence, and the ability to develop and maintain effective working relationships with students, alumni, families, employers, faculty members and staff.

[Organization Name] is an equal opportunity employer and encourages all qualified female applicants to apply for the positions. Code-of-conduct policies and Anti-Sexual Harassment trainings and support are required/available for all interns [List other facilities, if any].

JOB DESCRIPTION: This Internship Coordinator is responsible for all aspects of recruiting, from pre-screening through offer acceptance. This includes recruitment to various positions, including but not limited to Technical (Engineering) interns; Science, Technology, Engineering & Mathematics (STEM) interns; Technical and Vocational Education and Training (TVET) students, Technical (Engineering/STEM/TVET) summer interns, and STEM Cooperative (Co-Op) Education students. The cohort of interns should consist of diverse and qualified candidates

This role will require working with other recruiters, HR and the professional development team (hiring department) to develop the intern's Terms of Reference (ToR), the program design, recruiting processes, procedures and practices. Specifically, the Internship Coordinator should i) develop and grow the organization's internship opportunities and programs, ii) provide student services, including overseeing all internship events, programs and online internship listings, iii) coordinate internship and practicum placements, intern market information, and career resources and networking, and iv) interact with interns (students) and staff members to promote and integrate internship education

RESPONSIBILITIES:

Coordinate and oversee the organization's internship programs

- Ensure compliance with national laws/regulations, as well as the organization's Internship Policy.
- Lead development and adoption of Internship Policy (if not done by the organization already)
- Document and evaluate the Internship Program and develop new ways to grow online and design training initiatives for internships.
- Identify and match Internship Supervisors with Interns. Inform, consolidate and coordinate with supervisors/staff/departments to determine internship work assignments that fit business needs, especially for technical roles.
- Write and advertise clear job description/Terms of Reference (ToR) for internships.
- Establish systems/processes suitable for interns, such as for performance management, complaints procedures/mechanisms, the final satisfaction survey and certification.
- Ensure that the organization is prepared to host interns: such as confirming access to the organization's facilities, transportation, orientations/training for both (1) interns and (2) supervisors/mentors.
- Create a database of available/interested mentors that the interns can connect with. Ensure there are female mentors who can be Role Models.
- Prepare material for interns and supervisors, learning materials, lesson plans and step-by-step guides.
- Host Internship Program orientations for (1) interns and (2) supervisors/mentors.
- Work closely with hiring departments during internship to support interns for potential hiring opportunities.
- Ensure that staff and interns are well oriented with the organization's Code-of-Conduct and Anti-Sexual Harassment measures, as they apply to the internship program. Any issues should be resolved through internal reporting and redressal mechanisms.
- Resolve unforeseen issues during the internship program.
- Prepare and hold a Farewell Reception (Recognition) at the end of the internship.

Coordinate with educational institutions and other external entities

- Identify and coordinate a variety of year-round networking and educational events. Especially for Engineering student candidates while partnering with hiring departments and engineers across the organization.
- Develop and foster relationships with university/college career services, high-school career guidance counselors and student affinity groups to assure viable candidate flow.
- Work with internal hiring departments and recruiting managers to develop internship opportunities, keeping in mind the academic institutions' needs and academic calendar.
- Maintain and update tracking database for candidates.

Advertisement and dissemination of information regarding the internship opportunity

- Provide technical (engineering) internship opportunities with professional information to target students/young people and community members.
- Implement and manage internship recruiting strategies and programs to best represent the organization to candidates on campus, including the use of SNS.
- Manage all aspects of the organization's nationwide on-campus interview process, including, but not limited to, interview registration, preparation of interviewer and marketing materials, scheduling call-back interviews, soliciting interview evaluations, maintaining candidate files, generating and distributing reports, and coordinating candidate follow-up activities.
- Establish relationships with internship placement websites and job boards, and actively recruit interns for organization openings. Participate in job fairs (virtual and in-person).
- Maintain and disseminate current information regarding internships and career development.
- Ensure that the academic institution's internship coordinators are well informed of the code of conduct, sexual harassment policies, and other measures/facilities that apply to the interns.

Maintain outreach and communication related to the Internship Program

- Maintain contact and communication with intern cohorts – through a group Facebook page/in-person group lunches both during and after the internship.
- Update the organization's social media (Facebook, LinkedIn, Twitter and Instagram) accounts with internship news, events and stories.
- Host events and competitions (virtual or in-person) to encourage interns to apply for the Internship Program.
- Participate in community outreach programs that promote awareness of STEM among elementary, middle- and high-school students.

KNOWLEDGE, SKILLS AND ABILITIES REQUIRED:

- Must show evidence of student advocacy, productivity, event planning and strong interest in career/professional development.
- Positive attitude and a strong "customer first" orientation - both internally and externally focused.
- Self-starter with the ability to handle (time manage and prioritize) multiple assignments, often completing initiatives in a rapidly changing business climate.
- Professional self-presentation complemented by highly effective written and verbal communication skills.
- Persuasive and influential communication style refined in past/current recruiting roles.
- Strong analytical, detail-oriented, organizational and problem-solving skills.
- Ability to effectively present information to engage and respond to applicants, colleagues and various members of the organization's leadership team.

- Strong computer and organizational skills are essential.
- Intermediate to advanced knowledge of Microsoft Office products (Word, Excel, Outlook).
- Ability to use Recruiting Applicant Tracking Systems experience is helpful.
- May require up to **% travel to support technical meetings, design reviews, other reviews and meetings and launch operations. Ability to travel on overnight trips up to **% of the time.

EDUCATION AND EXPERIENCE:

- Prior recruiting experience in the Energy sector preferred. College-level recruiting experience and/or experience working with or within a university career services center.
- Prior experience in coordination/supervision of college interns.
- Bachelor's degree (BA/BS) with 3+ years of recruiting experience, preferably in a corporate environment (or equivalent combination of education and experience).
- Managing multi-state hiring and/or internship programs strongly preferred.
- Event planning experience is helpful, but not required with requisite skills.

THE ORGANIZATION:

// Add organization's information //

APPLICATION PROCESS:

This position is posted on the XX (the organization) XX website (<http://xxxxxxxxx/>). Interested applicants must submit a cover letter, résumé, and names, e-mails and contact numbers of three professional references to the Office of Human Resources at xxxxx@xxxxxx.xx or send to XX (your organization physical address). FAX: XXXXXXXXXXX. Review of applications will begin immediately and continue until the position is filled.

3.3. Attribute 3. Identify a Supervisor and Mentor for the Intern



The Supervisor working closely with the intern is essential in creating a successful experience for both the organization and the intern. The Positive Youth Development-related research emphasizes that “positive relations with supportive persons are considered essential in youth development”.⁹ Overall, over 80 percent of the students who responded to the WePOWER survey had a positive experience with their supervisors (see Box 3.A: WePOWER Questionnaire for SAR Engineering Students on Internship#30).

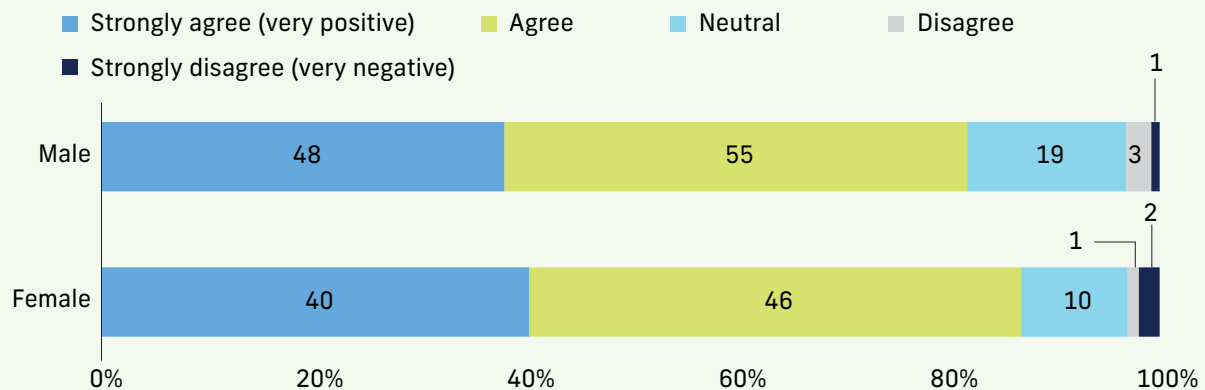
The Supervisor defines the intern’s job description and responsibilities with the support of the Internship Coordinator. Ideally, the Supervisor should be someone from the department where the intern is working and is familiar with the projects and tasks the intern will work on. For example, the person may be a department head, project leader or a long-time employee who knows the project on which the intern will be working.

Box 3.A: WePOWER Questionnaire for SAR Engineering Students on Internships #30

I felt I received good support from my SUPERVISOR during the program. (Do you agree?)

A total of 191 students (82%) felt like they received good support from the SUPERVISOR.

- Overall, 88 (38%) respondents strongly agreed and 103 (44%) agreed.
- Female interns (78%) were slightly more satisfied as compared to male interns (74%).



The Supervisor must inform the Internship Coordinator about the requirements of the unit/ department. The Internship Coordinator will match a Supervisor with each intern from the new cohort. Other requirements include:

1. **Define the intern's work assignment**, including specific outputs and time requirement as part of the ToR.
2. **Provide an initial orientation for the intern**, conducting a tour of the facility, showing the intern where the office equipment is located (photocopier, fax machine), etc.
3. **Introduce the intern to people in the department** they will be interacting with.
4. **Assign and manage the day-to-day activities** of interns.
5. **Provide day-to-day direction and feedback (regular check-in)** to the intern.
6. **Coach and/or mentor the intern** since they are most familiar with the intern's work outcome.
7. **Report and share the intern's progress** with the Internship Coordinator and others.
8. **Evaluate intern's work performance** post-completion of the program.

Who can be a Mentor?

Having access to expert professionals as mentors is one of the most valuable benefits to being an intern. Anyone can be a Mentor. And a mentee can have more than one Mentor. Individuals who like to teach or train are often great candidates for the role of the Mentor. This is an important aspect of developing a quality internship program. Indeed, most interns of the WePOWER Survey stated that they received support from a Mentor (see Box 3.B "WePOWER Questionnaire for SAR Engineering Students on Internship #31" and Box 3.C "WePOWER Internship Working Group Survey #2.2").

Mentorships can benefit both mentors and mentees. Mentoring is a wonderful way of sharing knowledge about a particular career field and allows for a symbiotic professional relationship that can benefit both the intern (mentee) and the Mentor. For the interns, the Mentor can provide exposure to an industry or a field of interest. In addition, the Mentor can assist interns with general career advice, forming short-term and long-term goals, and specific job-related challenges. Mentors can gain specific skills, broaden their perspective, and increase their overall satisfaction with their career. See Box 3.3.2: More about mentoring.

Box 3.3.1: Difference between Supervisor and Mentor

A Supervisor:

A person who supervises a person or an activity.

A Mentor:

Someone who teaches or gives help and advice to a less-experienced and often younger person.

'Mentoring' has been identified as a critical influence on all youth in professional development in both public and private sectors. Normally, mentors are experienced professionals and mentees are junior and/or less-experienced people.

WePOWER Partner Example 3.A



BPC (Bhutan) places interns with specific supervisors and mentors

Bhutan Power Corporation (BPC) offers internships to students from various technical institutes and schools. The interns are placed at either the Department or Divisional levels attached to specific officials. The officials provide supervision and mentorship to the interns. From January to June 2022, BPC offered internships to 42 students (including 19 women).

WePOWER Partner Example 3.B



POWERGRID (India) provides supervision and mentorship to interns at multiple levels

Power Grid Corporation of India (POWERGRID) offers internships to students from various technical/non-technical institutes and premier institutes such as the Indian Institute of Technology (IITs), Indian Institute of Management (IIMs), Xavier School of Management (XLRI), Xavier Institute of Social Service (XISSL). First, the POWERGRID Internship Coordinator selects the most suitable Mentor (a 'guide') for the intern, keeping in view the interest and internship topic chosen by the intern. Then, the intern is placed at the Department or Regional office based on the location of the 'guide'. The 'guide' then supervises and mentors the intern.

Is there a need for a separate Supervisor and Mentor?

Supervisor and Mentor do not have to be one and the same. The relationship between the intern and the Supervisor or Mentor will be different due to the power dynamics, because the intern will be reporting to and evaluating their performance. The WePOWER Survey found that almost half (44 percent) of the interns had a separate Supervisor and Mentor while for almost a third (28 percent), the Supervisor was also a Mentor.

The Supervisor/Mentor should have the time, capacity and interest in working with an intern. Towards this, the Internship Coordinator/HR should maintain an updated database of supervisors/mentors who are interested and available, with some basic profile on background and interests, which can be matched with the cohort of interns.

The interns are in the organization for a limited period. It is important to maximize their time. More than one Supervisor/Mentor can be assigned to an intern in order to achieve this. This will not only reduce the time burden on a single staff but will give the Intern an invaluable opportunity to forge relationships and learn about the organization from multiple perspectives. Having multiple supervisors/mentors also means that there is a greater chance of connecting/sharing with individuals who the interns are comfortable in corresponding with during the internship. This will also improve the chances of bringing to immediate attention issues/challenges (i.e., harassment) that may arise from any single party and reduce potential risk for both the institution and the interns.

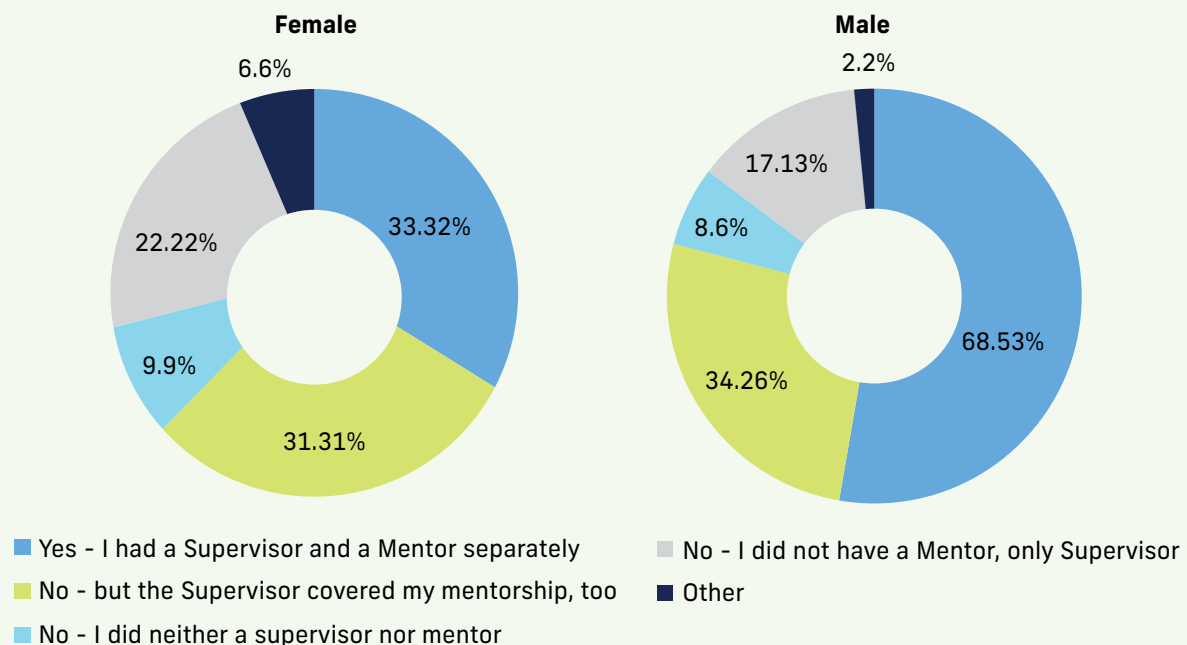
The Supervisor/Mentor will be the first resource for the Intern for a variety of questions – from the use of the photocopier to the location of a local lunch spot. Supervisors/Mentors may choose to offer an ‘open-door’ policy to interns, encouraging them to stop by with questions anytime. They may also prefer the weekly meeting structure, where the intern is encouraged to bring a list of questions they may have from the past week. See [Attribute 13. Ensure that Supervisor/Mentor Is Well Prepared to Receive Interns](#) for further guidance. An Organization’s Internship Handbook ([Tool 20 \[Sample\] Table of Contents for the Organization’s Internship Handbook](#)) would be a helpful tool for interns. Also, see more detailed information as the Supervisor/Mentor’s required tasks for interns in another [Attribute 16. Listen to the Interns and Arrange for Regular Supervisor/Mentor’s Feedback](#).

Box 3.B: WePOWER Questionnaire for SAR Engineering Students on Internships #31

Did you have a Mentor apart from the Supervisor?

A total of 167 (72%) had Mentor support.

- Yes, had a separate Supervisor and a Mentor: total 102 (44%)
- No, but the Supervisor covered mentoring role: total 65 (28%)
- However, 53% of male respondents indicated having a Supervisor and a Mentor separately compared to only 32% female interns



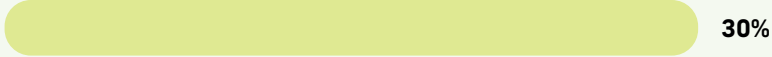
Box 3.C: WePOWER Internship Working Group Survey #2.2

Does your organization assign both Supervisor and Mentor for the female intern(s)? Or only a Supervisor?

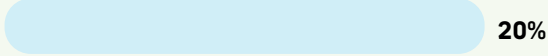
No, we assign only Supervisor to each inter



Yes, we assign both Supervisor and Mentor to each intern



Others - Please explain in our next session on Nov. 10th



Box 3.3.2: More about mentoring

Successful mentoring of an intern requires proper understanding, planning, implementation, and evaluation. The following are examples of some goals of conceivable mentor roles for interns:

1. Career guide: Promotes development through career guidance, counseling and visibility
2. Intellectual guide: As an equal relationship, collaborates on research projects and provides constructive feedback and criticism
3. Skills enhancement: Mentoring enables experienced and highly competent staff to pass their expertise on to others who need to acquire specified skills
4. Professional identity: When younger employees are at the early stage of their career, they need help in understanding what it means to be a professional in a working environment. Professionals embody the values of the profession and are self-initiating and self-regulating. Mentors play a key role in defining professional behavior for new employees. This is most important when employees first enter the federal workforce
5. Education support: Mentoring helps bridge the gap between theory and practice. Formal education and training are complemented by the knowledge and hands-on experience of a competent practitioner
6. Knowledge management/Knowledge transfer: Mentoring provides for interchange/ exchange of information/knowledge between members of different organizations
7. Information source: Provides information about formal and informal expectations
8. Safety net from sexual harassment: Creates a safe environment for interns and supports their concerns, which may arise from various forms of harassment, including sexual harassment

Benefits of being a Supervisor/Mentor to interns

- Renews a Supervisor/Mentor's enthusiasm for the role of an expert
- Helps interns obtain a greater understanding of the barriers experienced at lower levels of the organization
- Enhances their skills in coaching, counseling, listening and modeling
- Helps develop and practice a more personal style of leadership
- Helps the Supervisor/Mentor demonstrate expertise and knowledge, and
- Increases generational awareness

3.4. Attribute 4. Hire Interns in a Cohort and Create a Women's Cohort



WePOWER Internship Program recommends organizations to hire interns in cohort. Cohorts can reduce feelings of exclusion. In addition, they can understand and adapt to the organization's culture faster through sharing their experience with peers. Some practical experiences show that **"sharing experiences amongst peers" is an element key to enhancing internship success.** Amy Gibans McGlashan, director of academic outreach and special projects at Middlebury's Center for Careers and Internships (CCI), said, "Our assessments have shown that students inevitably get more out of their cohort internships than they get from solo internships." McGlashan emphasized, "Interns in cohort programs are exposed to more content, participate in more and varied experiences, gain diverse perspectives, and connect more ideas and concepts".⁹

- ✓ Deeper learning
- ✓ Greater engagement
- ✓ Gaining real-world experience
- ✓ Developing professional Core-Competency skills

Cohort hire had a greater impact on intern's engagement, versus independent hires. The University of Idaho also found that hiring interns in a cohort may increase individual engagement in the internship role and could translate into higher workplace productivity and satisfaction versus hiring interns independently.¹⁰ Research indicates that interns with greater job satisfaction have higher levels of workplace productivity; therefore, interns who are members of internship cohorts may also have improved internship satisfaction when onboarded as a member of a cohort (Barros et. al., 2016).

Establishing a cohort of female interns can help achieve diversity and inclusion goals of the employer. There have been instances where women accepted for internship positions never show up for the first day. Informing female applicants of their own cohort and hosting a virtual pre-orientation where they can interact with each other as well as the designated supervisors/mentors will make the interns feel comfortable – especially in a male-dominated organization/sector. Connecting with a community of earlier female cohorts is also recommended.

Female intern cohorts are also important to reduce isolation of women interns. Women are under-represented in the Energy sector, especially in technical departments. Having a female intern cohort and ensuring that multiple female interns are in the same department/unit or on the same floor can help foster a strong support system. Having a buddy system/peer has been proven to make uptake of trainings and internships more effective for female trainees. This also helps reduce the risk of harassment.

⁹ <https://www.middlebury.edu/newsroom/archive/2017-news/node/550492>

¹⁰ <https://www.uidaho.edu/-/media/UIDaho-Responsive/Files/Extension/admin/Impacts/2019/5-19-sgreenway-intern-engagement.pdf?la=en&hash=18DC0F06283903B-5F348E3E46D706C2B3873DAFE>

WePOWER Partner Example 4.A



LESCO (Pakistan) hires female interns in a cohort each year

In 2021, Lahore Electricity Supply Company (LESCO) introduced a new Certified Internship Program targeting female students, which attracted 56 participants. The goal of this program was to encourage female students to work in technical and non-technical departments as per their skills and education. Paid internships (Rs 15,000 /month) were conducted from July 12 to September 10 and the interns were hired after a selection process.

In the unpaid category, students can get internships through a simple application process and its duration can vary from 2 to 3 months, as per the need of interns. The company has set an even higher target of inducting 80+ female students in 2022.

WePOWER Partner Example 4.B



K-Electric (Pakistan) started Female Apprenticeship Program

Karachi Electric (K-Electric) launched a female apprenticeship program to empower women and provide them with the right technical exposure. The program intends to promote STEM education and increase women's visibility by inducting DAE (Diploma of Associate Engineering) qualified women to enhance their technical and personal development through a formal training plan. The project is currently in progress.

3.5. Attribute 5. Decide whether the internship program is paid or unpaid



Good practice and research suggests paid internships are better

The International Labor Organization (ILO) report ^{11,12} surmises that paid internships are clearly associated with better post-internship labor market outcomes, in terms of wages and finding employment, than unpaid ones. It is the fact of being paid, rather than the size of payment, which matters. However, the causality is unclear. It could be that paid internships motivate students or attract better-performing motivated interns? Or perhaps firms who pay interns have a better-quality, better-run, more structured internship programs that benefit the interns more in terms of learning and building key career skills. Evidence suggests the latter may be true. Similarly, expectations by staff for paid interns may also be higher than unpaid interns, who may be viewed and treated like volunteers in the organization rather than part of the team.

Box 3.5.1: Gender and Unpaid Internships

The great majority of unpaid interns being female suggests that women either have, or perceive they have, less bargaining power than men. The distinctly gendered aspect of unpaid internships exacerbates larger gender-based disparities in the labor market. Similar gap-widening effects of unpaid internships have been noted in studies from the United Kingdom, Australia and other countries. Analysis of survey data from Europe found that being female reduces the probability of receiving a job offer with the same firm on completion of internship, and this gender difference is statistically significant. **It is important to note that most of these studies on internship impact are based on data from Europe, which may not translate directly to the SAR context.** However, given the state of gender diversity in the Energy sector, it is likely that the aforementioned findings will be applicable for SAR women.

WePOWER Internship Survey respondents primarily favored compensation as an important factor when choosing an internship program (see Box 5.A: WePOWER Questionnaire for SAR Engineering Students on Internship #14). This indicates that there is a greater awareness that compensation is a viable benefit that one can expect from a quality internship. Indeed, online internship platforms that provide matching services between employers and students (such as [Internshala](#)¹³) offers the option to filter and curate internships with monthly stipends. Internships require more work and commitment than most volunteer positions, so compensation is a fair expectation.

11 ILO 'Internships, Employability and the Search for Decent Work Experience', by Andrew Stewart, Rosemary Owens Niall O'Higgins, Anne Hewitt, June 2021

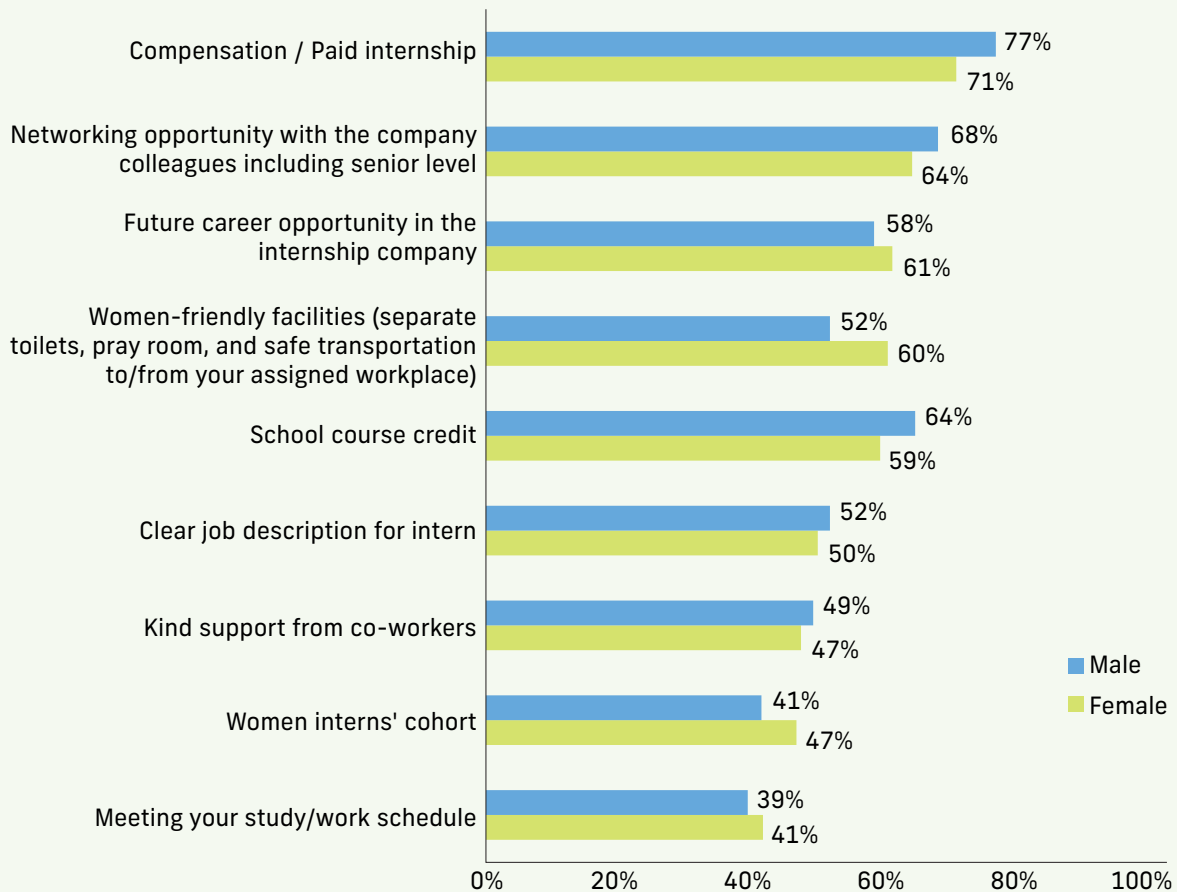
12 [Public seminar about this publication](#)

13 [Internshala](#) is India's no.1 internship and training platform with 40,000+ paid internships in Engineering, MBA, media, law, arts, and other streams.

Box 5.A: WePOWER Questionnaire for SAR Engineering Students on Internships #14

Please rank the most important factors for you in choosing an internship program.

- Both male and female respondents suggest that '**Compensation/Paid internship**' and '**networking opportunity with the company colleagues**' are the top two factors for choosing an internship program.
- Interestingly, for both male and female respondents, 'women-friendly facilities' made it to the top five (out of nine options.)



(In the chart above, the blue and green bars represent male and female interns respectively.)

Hiring rates of an Intern: How much to pay?

ILO points out that “It is the fact of being paid, rather than the size of payment, which matters”. Internship wages vary by industry and job responsibility. Interns employed in temporary positions may not be subject to the pay ranges established by traditional pay bands. Stipends for Interns can be based on internal policies and procedures so long as the policies and procedures adhere to applicable state and country laws and regulations. For example, the national average salary for an Intern is ₹13,247 per month in India, April 2022 — salary estimates are based on 4,600 salaries submitted anonymously to ‘indeed’¹⁴, see Box 3.6 as WePOWER Partner WAPDA’s stipend. Some points to consider when establishing stipends for interns:

- Check the state and country laws and regulations
- Available funds: Project fund? Or apply for available grants and scholarships
- The market rate norms for similar positions (ToR)
- Salaries for similar jobs within the organization
- Their expected contribution/outputs for the organization
- Difficulty in finding qualified candidates for staff positions

Additional considerations will be:

- Will it be a stipend amount or an hourly rate?
- Does housing or a housing stipend or living arrangement need to be provided if the intern relocates to the area?
- Will the organization pay for mileage if the intern needs to travel?
- Can the intern join site visits, training opportunities, etc.?

WePOWER Partner Example 5.A



WAPDA (Pakistan) provides paid internships

The Water & Power Development Authority (WAPDA) Internship Section Team (IST) studied all the federal notifications on the daily/monthly wages and decided that for 8 hours of daily work (for 26 days in a month), the salary should not be less than Rs 25,000. Therefore, the IST proposed Rs 40,000 for the whole program (7/8 weeks and 4/5 working hours in a day, with 5 working days in a week). Hence, the program stipend of Rs 40,000 was approved by the WAPDA Authority. In February 2022, WAPDA provided Rs 20,000 for the 8-week program (Rs 10,000 per month) for their internship program – those positions are in Electrical and Mechanical Engineering, Civil Engineering, Finance and Accounting, Human Resources and Administration, and Mass Communication and Media.

¹⁴ In the United States, according to the National Association of Colleges and Employers (NACE), the average hourly wage rate for 2021 internship and co-op survey reports that the highest average hourly wages for bachelor’s-level interns in 2021 are computer science (\$23.39), math/statistics (\$23.34), actuarial science (\$23.30), and engineering (\$23.17). The overall average hourly wage for interns is up \$1.22 this year, reaching \$20.76. <https://www.naceweb.org/about-us/press/hourly-wage-rate-for-interns-reaches-highest-mark-yet/#:~:text=NACE's%202021%20Internship%20%26%20Co%20op,interns%20that%20started%20in%202014>.

WePOWER Partner Example 5.B



LESCO (Pakistan) provides both paid and unpaid internships

The Lahore Electric Supply Company's (LESCO) Internship Policy is duly approved by the Board of Directors of the Company. The Policy sets down detailed guidelines for inducting interns in the following categories:

- Flagship Program of Paid Internships for two to three months on an annual basis. The Policy also covers a payment of Rs 15,000/month.
- Unpaid Internships are also ongoing as per University requirements.

These considerations should be outlined in the ToR. See [Attribute 7. Write a Clear Job Description \(ToR\) with a Comprehensive Structured Program.](#)

Non-monetary compensation options

The HR policy limitations or the financial reality of some organizations, especially non-profits or government agencies (such as public utilities), may make it challenging for them to offer monetary compensation. However, there are alternative ways to support interns. These are as follows:

- Work benefits:** Bus passes/transportation services, stipends, free lunch, subsidized housing, or other benefits can make an unpaid internship more accessible, especially for women, in terms of safety and convenience.
- Flexible work schedule:** Interns, especially students, are typically balancing several responsibilities. This is especially true for women who may have home/family responsibilities as well. If possible, offering a flexible work schedule allows them to supplement their income with a part-time job or spend time on academic and/or home responsibilities.
- Meaningful work assignment:** Completing rewarding tasks is an essential factor to maximizing intern satisfaction and capacity. Please see [Attribute 16. Listen to the Interns and Arrange for Regular Supervisor/Mentor's Feedback.](#)
- Strong supportive environment and valuable networking opportunities.** Having an engaged and supportive supervisor and opportunities to interact with mentors will add value to the internship. Please see [Attribute 16. Listen to the Interns and Arrange for Regular Supervisor/Mentor's Feedback.](#)
- Additional training and networking opportunities:** Allowing interns to participate in training for entry-level employees and/or some onboarding programs can be an invaluable, especially if the intern is hired in the future. Existing staff is also a resource. As part of the office culture, interns should be encouraged to request coffee or lunch with managers and senior employees (especially engineers and women role models) and hear their professional stories. See detail [Attribute 18. Allow Interns Access to Relevant Training for Entry-Level Staff](#) and [Attribute 17. Support Interns' Professional Networking Opportunities.](#)

Potential labor problems on unpaid interns

The 'Open Market' type internship, which is neither connected to the intern's academic course requirement nor employment opportunities, has the increased risk of exploiting interns as cheap labor or as replacements of existing workers. An unstructured internship program without set expectations on ToR workplan or expected hours puts interns at a vulnerable position, leading to burnout/loss of productivity.

Check the labor laws and other relevant policies for interns in the country

Both paid and unpaid internship programs must be aligned with the country's (or state's) labor primary beneficiary test, which determines if interns are entitled to wages under the law. However, in many South Asian countries, specific labor laws do not apply to interns, especially if they are unpaid.¹⁵ Regulations from the Education Sector may also be applicable. The table below lists the laws in each South Asian country. The ILO's [International Labor Standards](#) is also a good reference for regulations governing internships, especially in the context of youth employment.

Table 3.5.1: Local Regulations on Internship in South Asian Countries

Country	Relevant Regulations on Internship
Afghanistan	—
Bangladesh	There is no legal framework to regulate internship programs in Bangladesh. The Bangladesh government came up with Apprenticeship Guidelines in 2022 and has Apprenticeship included as a separate chapter in its Labor Act 2006; however, they speak little about provisions to ensure the protection and safety of apprentices and interns at workplaces and focused more on TVET programs.
Bhutan	Establishing a legal framework for apprenticeship and internship programs is stated as one of the priorities in the TVET Blueprint (2016–2026); however, at present, there are no specific laws or regulations to regulate internship programs for engineers in Bhutan (they have one for Undergraduate Medical Internship Program).

¹⁵ To avoid the problems, the US federal law, for example, mandates that unpaid interns cannot benefit the organization economically or be used to displace the work done by paid employees. In addition, some US states have their own regulations regarding unpaid interns. For instance, unpaid interns in California must receive college credit for their work in place of pay.

Country	Relevant Regulations on Internship
India	<p>There is no legal framework to regulate internship programs. Female interns and apprentices are covered under the Sexual Harassment of Women at Workplace (Prevention, Prohibition and Redressal) Act 2013. Additionally, apprentices are also protected under the Employee's Compensation (Amendment) Act 2017.</p> <p>The Apprenticeship (Amendment) Rules 2019 of India stipulates:</p> <ul style="list-style-type: none"> • The period of apprenticeship training for optional trade shall be a minimum of six months to a maximum to a maximum of three years • Any establishment to have a total number of apprentices equivalent to at least 2% and not more than 18% of its “total strength”. • The minimum rate of stipend payable to apprentices per month to be as per the qualifications as stipulated in the Rules. <p>Industrial Employment Act 1946, the Minimum Wages Act 1948 or provisions of any law with respect to labor shall not apply to or in relation to such an apprentice. (The Apprenticeship (Amendment) Rules 2019; Ministry of Skill Development and Entrepreneurship)</p>
Nepal	<p>Nepal Labor Act 2017 Chapter-4 Provisions Relating to Trainees and Apprentices</p> <ul style="list-style-type: none"> • Section 17, Sub-section (1): He or she shall not be engaged in work for more than eight hours a day and forty-eight hours a week • Section 17, Sub-section (2): The provisions relating to occupational health and safety shall apply to the apprentices as if they were labors. • Section 17, Sub-section (3): Where an apprentice meets with an accident in the course of performing the work of the enterprise, the enterprise shall, unless otherwise agreed between the enterprise and the educational institute, have medical treatment of such an apprentice, and provide compensation to him or her if he or she suffers grievous hurt, as if he or she were a labor. • Section 18, Sub-section (2): Period of training shall not be more than 1 year • Section 18, Sub-section (3): The employer shall provide the person employed a trainee pursuant to this Section with at least such facilities as may not be less than the minimum remuneration and other social security benefits including the sick leave, gratuity, provident fund and insurance. • Section 18, Sub-section (4): The employer shall not be compelled to continue the employment of the trainee after the completion of the training period. Provided that if the same employer engages the trainee in work, the probation period shall not apply to him or her.
Maldives	<p>Employment Act No 2/2008 of the Maldives has a provision for On-the-Job Training which requires the employer and the employee to enter into an agreement. The training agreement is required to cite, inter alia:</p> <ol style="list-style-type: none"> i. Details of the training to be provided to the employee; ii. Training period (not exceeding six months); terms and conditions of employment, salary and benefits to the employee from such employment. <p>The Act recognizes on-the-job trainees as employees and renders all provisions in the Act applicable to them.</p>

Country	Relevant Regulations on Internship
Pakistan	<ul style="list-style-type: none"> • Higher Education Commission's (HEC) policy on internship for technical students • Pakistan Engineering Council's (PEC) instructions on internship for young professionals
Sri Lanka	National Apprenticeship Act 1971 states that any law relating to workers shall not apply to an apprentice; however, it states that Factory Ordinance relating to health and safety of workers, provisions of the Workmen's Compensation Ordinance relating to compensation to be paid to workers on account of injury or death by accident shall apply to all apprentices.

Some instruments, such as the eight core conventions underpinning the 1998 Declaration on Fundamental Principles and Rights at Work, are considered to apply broadly to all 'workers', regardless of their employment status. However, other ILO conventions, including the Minimum Age Convention 1973, are framed so as to exclude vocational and technical education and training from their scope, while others may apply to interns only if they are classified as employees. The ILO has not adopted a legal instrument to explicitly guide the regulation of internships.

3.6. Attribute 6. Define Meaningful Work Assignments for Interns which Align with Organizational Needs



Creating meaningful work assignment for interns

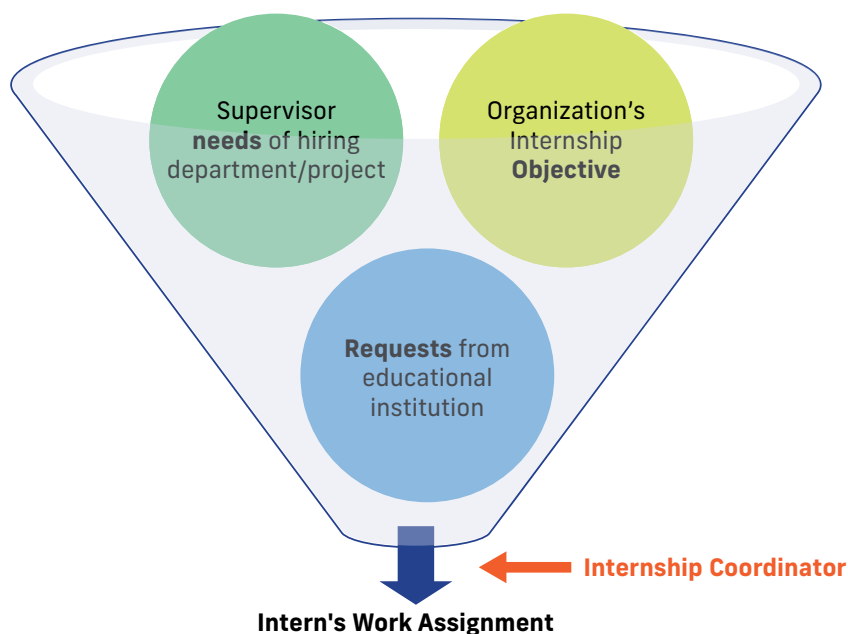
Meaningful work for interns is something that will motivate and challenge them to apply their knowledge and improve their skills within the scope of project (see Box 3.6.1). Otherwise, they lose interest. Therefore, the intern is there to learn and gain experience. Still, the organization should allow the interns make a meaningful contribution to the project considering their skills level, so that the organization can maximize on the benefits of having interns. Therefore, the intern's job description (ToR) decides if it attracts more students or not. See the next. [Attribute 7. Write a Clear Job Description \(ToR\) with a Comprehensive Structured Program](#)

Keep in mind that interns can spread positive word-of-mouth for the organization. If they have a good experience working for the organization, they are likely to tell friends and professors. A bad internship, in contrast, can only hurt the organization's chances of attracting good students.

Creating an intern's work assignment

The intern position's work assignment is defined by the hiring department (identified Supervisor) with the support of the Internship Coordinator (see [Attribute 2. Appoint an Internship Coordinator](#)). The following criteria should be important considerations (see Figure 3.6.1):

Figure 3.6.1: How to generate intern's positions



1. The organization's internship objective
2. Needs and resources of the hiring department (current projects and workload requirements), and
3. Requests from schools and/or governments, if any.

Also consider the organization's Gender, Diversity and Inclusion goals. Prioritize female interns in business areas/departments/units where the number of women is low (but not totally absent). Teams which have a woman in a senior position but few women would be especially well suited for a female cohort.

Given proper supervision, an intern can be of great assistance for:

- Short-term projects that the Supervisor/Mentor would like to initiate or expand
- Ongoing tasks in the hiring department or organization
- Specific duties or projects that will benefit the organization
- Backburner projects, for example:
 - Materials that the organization would like to develop or update
 - Redesigning the organization's website for which others do not have the time
 - Research that will enhance a service or product
- A recurring event that the administration would like a fresh perspective on:
 - Need an intern to perform administrative and support functions, including data entry, answering telephones, filing, etc.?
 - If so, approximately what percentage of the intern's time do these activities consume?

WePOWER Partner Example 6.A



Grameen Shakti (Bangladesh) provides technical and meaningful work opportunities to interns

Grameen Shakti provided a three-month internship to Ms. F. R., a student at the American International University-Bangladesh (AIUB), for a technical learning experience on solar irrigation pump's (SIP) grid integration mechanism. Fariha also contributed to developing technology and business models for grid integration of solar irrigation systems with the objective of using surplus energy to charge Electric Vehicles in the form of three-wheelers. Grameen Shakti already has 6 SIP projects and 32 more are in the pipeline. Her research work can be incorporated in these SIPs.

WePOWER Partner Example 6.B



BPC (Bhutan) ensures alignment of interns' work with organizational needs

Starting September 26, 2022, two electrical engineering students (Ms. CW. and Ms. N. E.) of the College of Science and Technology, Rinchending, Phuentsholing, completed a 45-day on-the-job training (OJT) in Bhutan Power Corporation Limited (BPC)'s Smart Grid Division.

On joining BPC, the two students worked on the integration of the substation Remote Terminal Unit (RTU) to the DMS Control Center, Smart Grid Division. They mostly carried out cable laying, termination and ferrule printing.

SCADA (Supervisory Control And Data Acquisition) is a key component of a smart and reliable distribution network. Once such substation sites are integrated into the control center, the network is remotely monitored and controlled. This helps BPC monitor and restore power outages faster without having to patrol the affected area. This function is in line with BPC's key mandate of providing stable power supply. It is also in alignment with the BPC Corporate Strategic Theme of Technology & Customer Service Excellence.

WePOWER Partner Example 6.C



PEDO (Pakistan) assesses the intern's areas of interest and aligns the tasks accordingly

Interns are assigned different departments and field formations, such as solar energy, operation & maintenance of power stations, and construction of civil work. One of the woman interns (Ms. Z. R.) was placed in one of the PEDO regional offices where she worked on the installation of solar systems in schools and places of worship. Her task was aligned with the organization's needs as well as her professional interests. She is now pursuing a career with a private company working on solar installation.

Box 3.6.1: Meaningful work assignment

Meaningful work assignment for interns

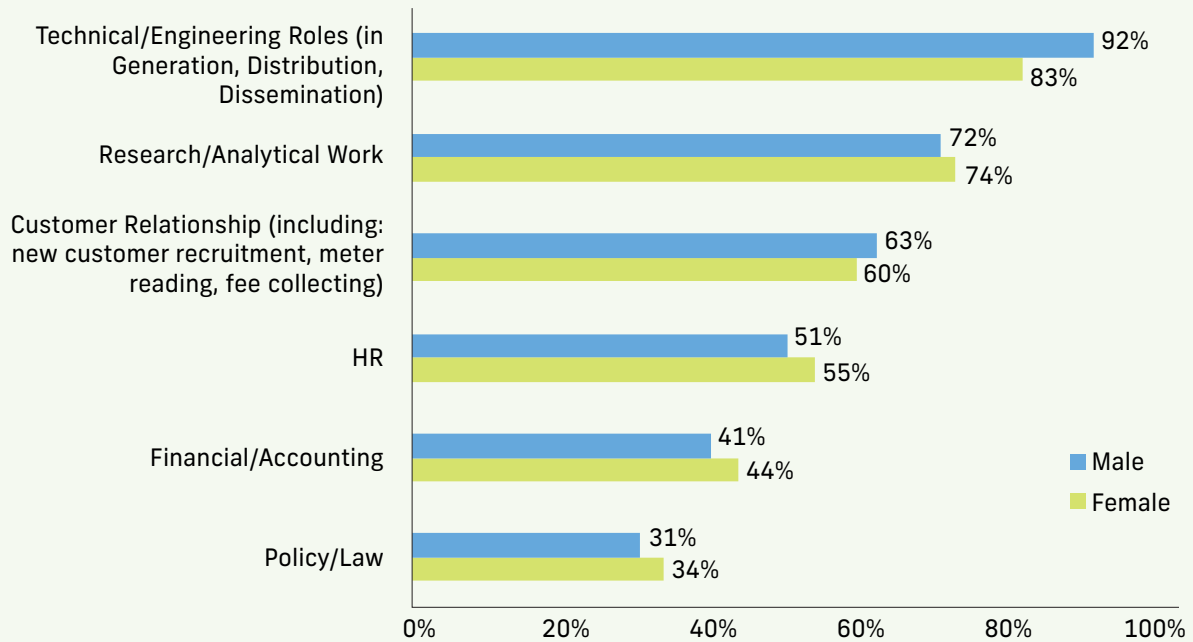
- ✓ Apply knowledge to challenges
- ✓ Improve skills
- ✓ Getting acknowledged/ appreciated by the supervisor and other organization staff

Box 6.A: WePOWER Questionnaire for SAR Engineering Students on Internships #12

What type of job function would you like to have as an intern?

'Technical/Engineering Roles' was the first choice for most respondents (both female and male)

- For interns outside the STEM, 'Financial/Accounting' was found to be the most desirable job function
- 'Policy/Law' was found to be the least preferred job function across all categories



(In the chart above, the blue and green bars represent male and female interns respectively.)

Example of technical roles for an intern in the Energy sector

Both men and women were willing to get an internship as technical roles. According to our students' questionnaires, 56 percent women and 76 percent men of SAR Engineering students selected technical roles in Generation, Distribution, and Dissemination as their 1st rank internship job type (see Box 6.A: WePOWER Questionnaire for SAR Engineering Students on Internship #12, and Box 6.B: WePOWER Internship Working Group Survey #1.2). WePOWER Internship Working Group's partners provided the following technical positions as part of their internship program (see Figure 3.6.2). Some example jobs in the Energy industry that students are introduced to by professors and other information sources (see Table 3.6.1: Traditional Energy Sector Career Map).

Some examples of the interns' technical jobs from the WePOWER Internship Working Group

Box 6.B: WePOWER Internship Working Group Survey #1.2

Were women interns hired in technical roles in Energy?

Yes: 7 organizations, No: 2 organizations

Yes



No



(A total of 9 organizations answered)

Figure 3.6.2: Types of technical jobs provided to interns by WePOWER Partners



Project Based



Transmission (Grid-integration)

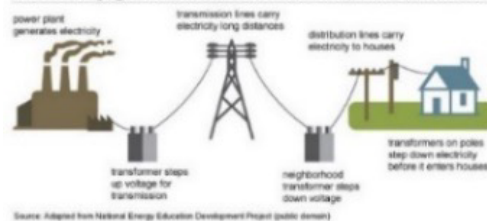


Powerhouses






Operations and Maintenance

Electricity generation, transmission, and distribution



Research and Anticritical work

Table 3.6.1: Traditional Energy Sector Career Map

 Power Generation	 Transmission and Distribution Networks	 Metering and Sales
<p>These roles tend to focus more on the technical skills needed to create, operate and maintain the equipment used in generating electricity and other forms of energy production. Often, they require fieldwork and hands-on experience. Examples include:</p>	<p>Another significant area of the Energy sector involves ensuring that power reaches its destination in a safe and cost-effective manner. Again, there are a lot of variations in this field, and we have picked out a few examples below:</p>	<p>All kinds of organizations, individuals and entities use power. As such, there are many careers that deal with the supply and monitoring of energy. Here are just a few examples, often associated with gas and electric companies:</p>
<p>Mechanical Engineer: Although this is not a role exclusive to the Energy sector, it is vital to it. They focus on researching, designing, developing, and testing the tools and machines used in a variety of power generation projects.</p>	<p>Distribution Engineer: These professionals focus on designing and developing energy distribution systems both above and below ground. Apart from planning elements such as cable routes, they also analyze the performance of electrical systems.</p>	<p>Energy Analyst: An Energy Analyst collects and examines information and data about how energy is used throughout the supply chain. They then help to inform policies and standards surrounding power usage.</p>
<p>Electrical Engineer: While this role is like the one above, these engineers focus more on electrical components such as turbines, motors, machinery controls and transmission systems.</p>	<p>Project Manager: This role is common across many industries. However, in the Energy sector, it focuses on overseeing projects related to the creation and maintenance of energy networks and their associated components.</p>	<p>Metering Technician: This is another very hands-on role. These technicians visit industrial, commercial and residential sites to install, remove and exchange gas, electricity and other power meters. They also carry out general maintenance on the meters.</p>
<p>Wellsite Geologist: This is an essential role in the oil and gas industry. These geologists examine rock samples from gas and oil wells to plan when drilling projects should start and progress.</p>	<p>Environmental Consultant: Most energy projects need such consultants to advise on the impacts of potential energy projects on the environment. Issues such as climate change, pollution and the effects on ecosystems are considered.</p>	<p>Energy Sales Advisor: These professionals help individuals and organizations find the right energy products for their needs. They deal directly with customers on a variety of issues related to tariffs, pricing and supply.</p>

New Green Jobs (Renewable energy job types)

As the South Asian Power Sector transitions towards new and renewable sources of energy, it will be important for interns to gain skills required for the 'green jobs' of the future. The WePOWER questionnaire for SAR engineering students found many respondents interested in Renewable Energy and concerned about the environment (see Box 6.C: WePOWER Questionnaire for SAR Engineering Students on Internship #38.1).

A recent Brookings study reported that the transition to the clean energy economy will primarily involve 320 unique occupations spread across three major industrial sectors: clean energy production, energy efficiency and environmental management. Overall, green jobs will require higher scientific knowledge and technical skills. ([Read More:](#) need to login WB C4D system)

Box 6.C: WePOWER Questionnaire for SAR Engineering Students on Internships #38.1

Please share additional thoughts and suggestions on South Asia Energy sector internship programs. (open-ended answers)

- "It encourages me to work on renewable energy."
- "We should move on to natural resources utilization to avoid global warming weather."
- "Energy should be eco environmental."
- "The internships should also be provided in the field of renewable sources of energy generation like the solar energy which will play an essential role in fulfilling future-generation energy needs."
- "It is a good way to encourage young people to join the Energy sector."

It is increasingly complex for students and professionals to navigate the constantly evolving technical field and new green (Renewable Energy) job types. Countries such as India and the United States have taken initiatives to map out this curriculum-expanding universe of RE occupations and chart career progressions and determine curricula/qualifications, training standards and requirements for the different types of jobs in solar and wind. Please refer to '[Solar Career Map](#)'¹⁶ and '[Green Building Career Map](#)'¹⁷ to understand some of the job types and career paths.

Examples of new job categories include Solar Photovoltaic Installers, Wind Turbine Service Technicians, Renewable Energy Gas (Biogas) Technicians, Solar Proposal Evaluation Specialist and Site Surveyor - Wind Power Plant. The IT and ICT backgrounds will also be very important as smart grids and the use of smart meters become more prominent and the ability to capture and share energy use data to manage increasingly complex and interconnected power systems. The job descriptions/job ads for Renewable Energy jobs are provided [here](#).

¹⁶ [Solar Career Map \(irecsolarcareermap.org\)](http://irecsolarcareermap.org)

¹⁷ [Green Buildings Career Map \(greenbuildingscareermap.org\)](http://greenbuildingscareermap.org)

There are plenty of non-technical job types in the Energy sector

Raising awareness of the diverse job types will help to attract more interns as well – as the Energy sector is not just for engineering jobs. The sector needs to attract women from all backgrounds if it is to achieve gender equality. Just hiring in technical jobs will not make up the numbers. Internships in the following job areas should also be considered. Prioritize teams/units/departments where the number of women is low (but women are not totally absent).

- Accounting/finance/audit
- Human resources (HR)
- Public relations/marketing/communication;
- Community affairs
- Customer relationships (inc. new customer recruitment, meter reading, billing collections, etc).
- Consumer pricing and sales forecasting (economics/statistics)
- Legal/Policy and law

3.7. Attribute 7. Write a Clear Job Description (ToR) with a Comprehensive Structured Program



Clearly defining the intern's roles and responsibilities in advance will help ensure that the most suitable candidates apply to the program. This is crucial to making a successful internship program. Therefore, an intern's job description (Terms of Reference: ToR) should include a detailed workplan incorporating meaningful work assignments. In addition, the ToR should highlight key details of the comprehensive Structured Internship Program – including availability of stipends and non-monetary benefits such as training, evaluation, etc. in the annex. (See Figure 3.7.1.)

At least a three-month program will be provided the following:

- ✓ Stipend – [Attribute 5. Decide whether the Internship Program Supports Paid or Unpaid for Interns](#)
- ✓ Well-prepared orientation by the Supervisor/Mentor or the Internship Coordinator – [Attribute 14. Conduct a Well-Prepared Orientation](#)
- ✓ Welcome lunch/coffee with co-workers, if possible
- ✓ Interns' cohort, especially a women's cohort, to share experiences – [Attribute 4. Hire Interns in a Cohort and Create a Women's Cohort](#)
- ✓ Participation in courses relevant to training (utilize existing training for entry-level staff) – [Attribute 18. Allow Interns Access to Relevant Training for Entry-Level Staff](#)
- ✓ Site visits to a power plant, etc.

Figure 3.7.1: A Structured Internship Program



- ✓ Participation in organization-sponsored community service projects – [Attribute 19. Make Sure Interns Participate in Organization-Sponsored Community Service Projects](#)
- ✓ Support interns' professional networking opportunities – [Attribute 17. Support Interns' Professional Networking Opportunities](#)
- ✓ Performance review (Evaluation) for the intern's assignment and deliverables – [Attribute 20. Review Intern's Performance and Deliverables \(Evaluation\)](#)
- ✓ Farewell Reception (Recognition and Celebration) – [Attribute 21. Hold a Farewell Reception \(Recognition and Celebration\)](#)

For further reading, see [Attribute 6. Define Meaningful Work Assignments for Interns which Align with Organizational Needs](#) and [Attribute 5. Decide Whether the Internship Program Has Paid or Unpaid for Interns](#). Use [Tool 4 \[Template\] Job Description \(ToR\) of an Internship Position in the Energy Sector](#).

Internship period, working hours, and start/end dates

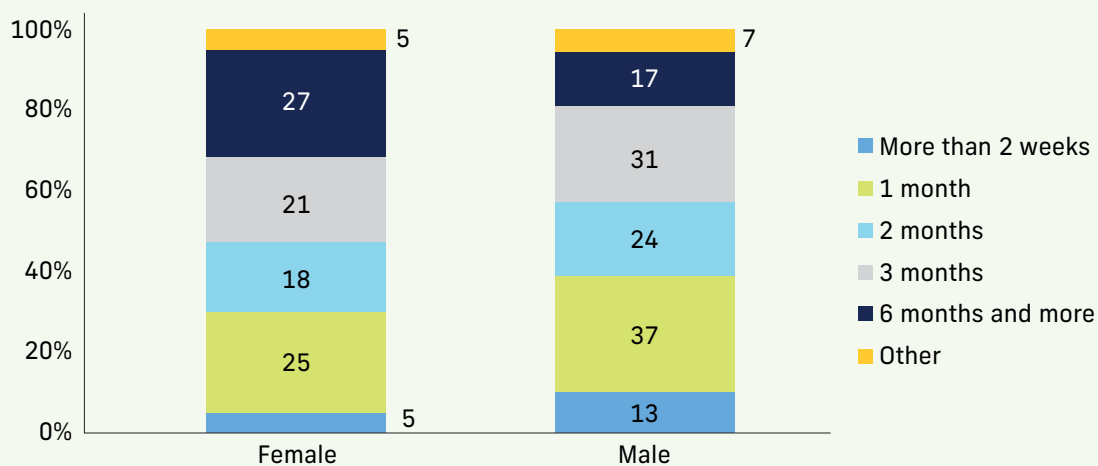
The Job Description should include expected working hours and start/end dates, especially for the public. Internship positions can be full-time or part-time, depending on the needs of the organization and the availability of the intern.

Box 7.A: WePOWER Questionnaire for SAR Engineering Students on Internships #20

How long was your participated internship program?

In total, more than 40% of respondents did an internship program of 3 months or longer.

- Interestingly, more women than men were found to be involved in 6 months or longer in-ternship programs.



Internship period: The ILO suggests that the organization (employer) should provide at least three months to ensure the well-structured internship program.¹⁸ From the WePOWER Internship Survey, over 45 percent of engineering students reported attending internships that were three-months or longer (see Box 7.A: WePOWER Questionnaire for SAR Engineering Students on Internship #20). However, the most common length was one month over 25 percent. Some students suggested expanding the internship program period (see Box 7.B: WePOWER Questionnaire for SAR Engineering Students on Internship #38.2).

Box 7.B: WePOWER Questionnaire for SAR Engineering Students on Internships #38.2

Please share additional thoughts and suggestions on South Asia Energy sector internship programs. (Open-ended answers.)

“The Energy sector has to prolong the internship duration.”

“Extend interns’ duration.”

“Need to provide internship for more than 2 months.”

Working Hours and Start Dates: Students are always looking for an internship. However, it is essential to consider the structure and timing of your internship opportunity, so that the student can balance the demands of an internship with academics. During fall or spring, interns work between **10-20 hours per week** typically. Check the public holidays and academic calendars for the academic institutions you will recruit from. The average internship is of around **three months**, coinciding with a student’s typical semester or summer. Aligning start and end dates with the academic cycle will make the internship more accessible to a larger pool of applicants. Organizations may also consider flexible scheduling to accommodate the intern’s class schedule.

WePOWER Partner Example 7.A



DGPC (Bhutan) developed its own policy guidelines for internship programs

The Druk Green Power Corporation (DGPC) has its own policy and guidelines. First, the requesting divisions provide a list of tasks/activities that interns undergo during the internship program. Interns receive the orientation program; they are given a tour of the premises followed by a formal introduction to colleagues, mentors and supervisors. Then, the interns are given a workplan with clear objectives. Toward the end of the internship period, the Supervisor evaluates performance. Finally, DGPC conducts an exit interview with both interns and supervisors.

¹⁸ ILO “Internships, Employability and the Search for Decent Work Experience”, by Andrew Stewart • Rosemary Owens Niall O’Higgins • Anne Hewitt, June 2021 https://www.ilo.org/wcmsp5/groups/public/---dgreports/---dcomm/---publ/documents/publication/wcms_799773.pdf. Public seminar about this publication - https://www.ilo.org/employment/Whatwedo/Eventsandmeetings/WCMS_827257/lang--en/index.htm

WePOWER Partner Example 7.B



Grameen Shakti (Bangladesh) involves interns in designing their own job descriptions

Grameen Shakti interns drafted a proposal with the assistance of the internship supervisor/coordinator. That proposal clearly outlines the job description, responsibilities and deliverables of the interns. This proposal is now a guiding document for internships.

Avoid Gender-coded Language

The job description for the internship should be written without gender-coded language to achieve inclusive recruitment. The gender-coded language is ‘words or phrases associated with a particular gender, specifically male or female, often based on stereotypes’. Use tools such as [Gender Decoder: find subtle bias in job ads \(katmatfield.com\)](#). Please see list below and Box 3.7.1 for more detailed tips on How to Remove Gender Bias from Job Descriptions. This insight is relevant to internship ads as well.

1. Use gender-neutral titles in job descriptions (person instead of men/women)
2. Check pronouns (he/she)
3. Avoid (or minimize) your use of gender-charged words
4. Avoid superlatives
5. Limit the number of requirements
6. Reconsider the organization’s major requirements
7. Express commitment to equality and diversity explicitly
8. Let the organization values shine (CSR initiatives)
9. Promote employee activities: such as female-friendly employee groups, or a returning mother program.

Box 3.7.1: How to Remove Gender Bias from Job Descriptions

A study by Harvard, interestingly, has also shown that women's reluctance to apply was out of concern for [not fitting in or belonging](#) – not because they think they could not do the job. Would you apply for a job where you thought you would be the only man or the only women in the organization?

The words in job descriptions and the image an organization portrays could be repel or attract candidates based on gender. In job descriptions, words are the primary tool, and [academic research](#) has shown that many common words used in job descriptions have male or female associations.

Tools such as Textio or Gender Decoder help identify spots in word choices. Asking co-workers of various genders to read over can be a useful tool. Here are some tips to help create inclusive job descriptions and avoid gendered job ads.

Check pronouns & titles. When describing a role, use terms such as 'she/he', 'successful candidate' or 'you.' For example, "you would be a key team member working across all departments", "this person will implement" or "the successful candidate will be able to..."

Avoid using gender-charged words. Words such as 'analyze,' 'determine,' 'competitive' and 'dominate' traditionally attract men, while 'collaborative,' 'supportive' or 'compassionate' are widely associated with femininity. To avoid off-putting wording, focus on skills and the company culture, values and benefits instead.

Diversify the company website and other outward facing communication channels. If there is an imbalance or lack of diversity in the applications the organization has received, it may be a good idea to review the company advertising and website. What image do these portray? Do these use a variety of imagery and represent a range of genders, age groups and ethnicities? If there is an image accompanying – what image is it? Try to look at things from a male/female perspective or ask someone who is unbiased and can give an honest opinion.

Limit the number of application requirements. Limit the number of qualifications or bullet points in a job description to mitigate job-listing gender bias. Splitting requirements into 'essential' and 'nice to have' or 'desirable' can also be beneficial. [Research shows](#) that women are unlikely to apply for a position unless they meet 100% or close to 100% of the requirements, while men will apply if they meet 60% of the requirements. More recent research from [a 2019 LinkedIn report](#) also shows that women apply for fewer jobs and are more hesitant to ask for referrals.

Highlight company culture, benefits and values. As mentioned above, a sense of belonging, or a lack thereof, can deter applicants. It is important to include information on work culture and benefits (for example, maternity/paternity leave info, any relevant D&I award wins or mentor programs, flexible work hours, remote working policies and so on) to help candidates picture themselves working for the company. If the organization promotes strong company values, such as those promoting diversity, inclusion, respect, and integrity, include those, too. This will give candidates an insight of the environment they would become part of. It is great to include information on corporate social responsibility.

Source: [How to remove gender bias in your job descriptions - CPL](#)

1.7.1. Tool 4 [Template] Job Description (ToR) of an Internship Position in the Energy Sector



Instructions: For an organization. This is only a template and will need to be modified according to the organization's intern job assignment. This document is to be used as guidelines.

Draft Terms of Reference:

Terms of Reference

Internship - *** Department

**** Job/Internship Title ****

Organization Logo

Job Title: *Intern (** more detail **)*

Location: *// Duty station. Indicate if remote work is an option. //*

Proposed Period: *Start and End dates*

// Note: Typical internship length is approximately 12 weeks during fall or spring semester or summer (June-August) //

Hours: *// Hours/week, Days/week (example: 20 hours per week Monday- Friday)*

Note: Average for academic year internships is 10-15 hours per week. Indicate if hours are flexible with class schedule and/or weekend hours are available.

And/or indicate if the location is accessible by public transportation. //

Organization Name:

// Description of organization, main services, or products in a few sentences.

Plus, describe organization's commitment to equity and diversity, such as stating organization's values, its affinity groups, and other related equity and inclusion initiatives. //

Department Name:

// Description of the department where the intern hires in some sentence. //

Supervisor/Recruiter:

// Name and contact information of the Supervisor/Mentor and/or the Internship Coordinator. //

Job/Internship Title: _____ Intern (** more detail **)

Primary Duties:

// Describe the intern's responsibility and expected deliverables.

- *Be as specific as possible.*
- *Avoid including physical demands if they are not truly required for the position.*
- *Avoid acronyms or jargon unique to your organization.*
- *Avoid gender-coded words or expressions. //*

Learning opportunities for the intern:

// Describe opportunities the intern will have, potential projects, and learning outcomes.

(Example:

- *The internship is designed to complement studies in//electrical and electronic engineering//or related fields with practical experience;*
- *General understanding of the work and mission of the//organization//, and of contribution to the Energy sector;*
- *Insight and hands-on experience in //organization's// broad range of operational and programatic issues on //the department objective//; and*
- *Working experience in //organization// and in a multicultural environment).*

Minimum qualifications and experience:

//You do not need to list all of these, but include the essential ones for the position:

- *When possible, be flexible with requirements to attract a broad range of strong, talented candidates.*
- *Consider including must-haves rather than a long list of nice-to-haves.*
- *Education: Minimum year in school or degree requirements. If open to all majors, be clear by stating "open to all majors".*
- *Languages:*
- *Experience: Rather than stating specific years of experience, offer alternative experience or expertise when possible.*

- *Other skills:*
- *Interests:*
- *The best candidates will bring diverse perspectives, experiences and skills. Not just a high academic score.*
- *(Example:*
- *Ability to communicate effectively both orally and in writing;*
- *Willingness to acquire new knowledge and being flexible;*
- *Basic knowledge on the subjects related to the project;*
- *Ability to work independently or as a member of a team;*
- *Ability to produce quality results in time;*
- *Ability to work in a multi-cultural environment).*

Compensation:

//Note: list type of compensation and amount, hourly, stipend, etc. Or mention clearly if there is no compensation on this position.

Compensation Resources: '[indeed](#)' (example: Rs 20,000 for the 8-week program)

- *The Internship Program operates on an actual expense basis. Costs and arrangements for travel, visa, accommodation and living expenses are the responsibility of the//organization// as a cost reimbursement.*
- *Or opposite: The Internship Program operates on a non-remunerative basis. Costs and arrangements for travel, visa, accommodation and living expenses are the responsibility of the intern.*

Benefits for the intern:

// List all available benefits.

- *Include other employee perks such as transportation, food, event tickets, etc.*
- *Make special note of inclusive benefits (medical leave policies, parental leave policies, etc.).*
- *Highlight opportunities for the intern's career growth and/or mentoring support. //*

General terms and conditions:

//List all the terms, if any.

- *The purpose of the Internship Program is not to lead to further employment with //organization// but to complement an intern's studies. Therefore, there should be no expectation of employment at the end of an internship.*
- *Or opposite: The purpose of the Internship Program is to explore the further employment possibility with //organization//. However, there should be no expectation of employment at the end of an internship).*

How to apply and the deadline:

- *Website, e-mail or other relevant contact information.*
- *List materials to include résumé/CV, cover letter, references, expression of interest (i.e., why the candidate should be considered for the internship position), etc.*
- *Clear deadline date.*

(Example:

*If you are interested in an internship with us, please send the completed application form, expression of interest, CV and cover letter in English via e-mail to *****@*****.org. Deadline for applications: 5 pm IST on February 15, 2023).*

3.8. Attribute 8. Communicate Proactively with Partners for Inclusive Recruitment Outreach

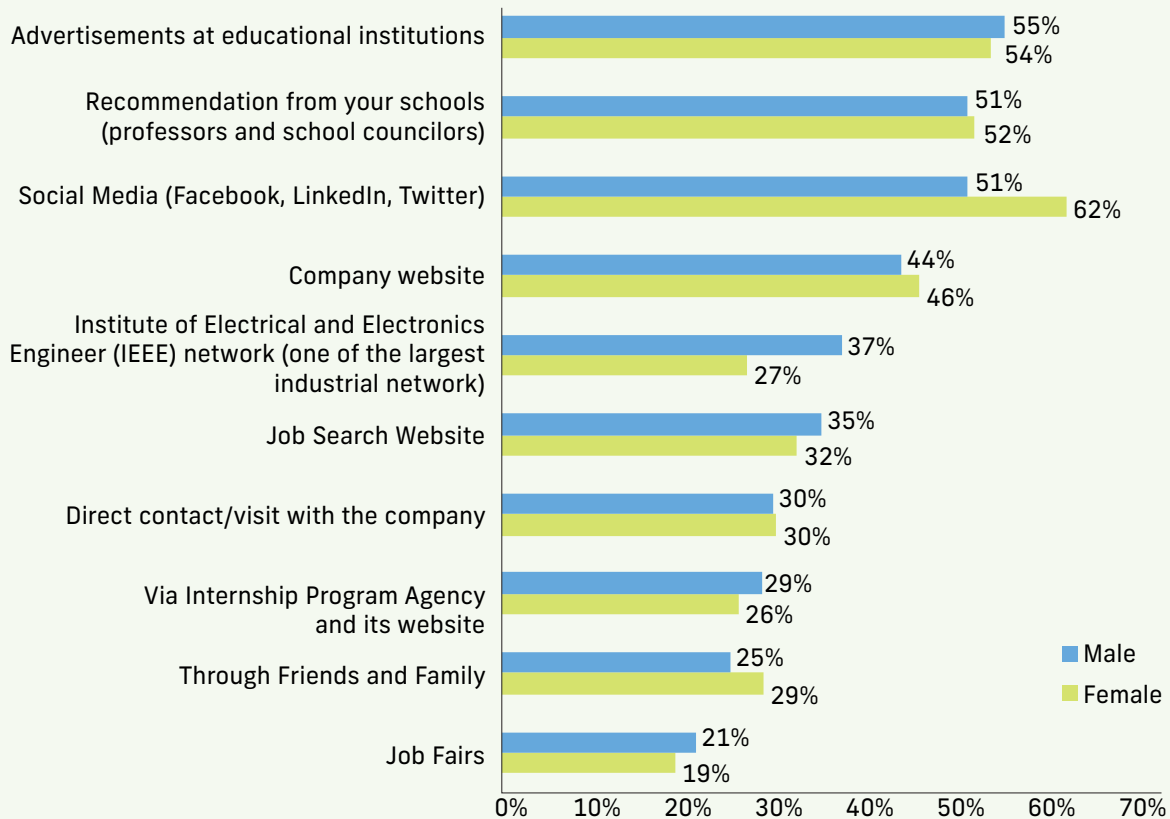


Once the internship Job Description (ToR) is ready, it is time to post the internship position(s) through whatever channels the organization has created. Consider inclusive recruitment outreach ways. Use [Tool 5 \[Checklist\] Proactive Communication Activities with Partners for Inclusive Recruitment Outreach](#) to find the activities the organization can conduct. This will include making internship positions, using social media to maximize outreach to youth, reaching out to women interns, creating awareness of Energy sector jobs and consider hiring international students.

Box 8.A: WePOWER Questionnaire for SAR Engineering Students on Internships #15

What are the most critical resources for accessing the information on an internship opportunity?
(Select all that apply.)

- For both male and female respondents, **'social media (Facebook, LinkedIn, Twitter)', 'advertisement at educational institutions' and 'recommendation from your schools (professors and school councilors)'** are the most frequently cited resources.
- 'Social media' may be more popular among women, as it is the most used source by a considerable margin.



Once the applications come in, the next [Attribute 9. Make the Intern Selection Process as Transparent as Possible](#) covers the selection process.

Advertise (some) competitive internship positions to the public

Many WePOWER Partners do not conduct a ‘competitive’ recruitment process for interns because their internship openings are generated based on requests from schools and/or governments. Making the internship program available publicly for all eligible applicants will ensure a larger pool of quality applicants. Partnering with the CSR team in the organization, who have a strong community outreach experience, will also help with messaging and to raise awareness of the internship opportunities.

WePOWER Partner Example 8.A



WAPDA (Pakistan) advertises openings using hybrid model

As per the Government of Pakistan (GoP) policy, the Water & Power Development Authority (WAPDA) advertises each internship opening. However, WAPDA is using a hybrid/blended model for recruiting interns.

- For fresh graduates (two batches a year), WAPDA advertises the opportunity in newspapers, as well as online through the WAPDA website, LinkedIn and Facebook pages. It is a national outreach program. Therefore, seats have been divided into province-wise quotas to ensure representation from each corner of the country.
- For active students' batches (once a year in summer), WAPDA collaborates with HEC (Higher Education Commission)-recognized universities. The internship host shares the details with the university, and as per the criteria, they share the details of eligible students with WAPDA.

Maximize social media to connect with young people

Outreach through social media can help create more awareness of the power sector jobs and internships among youth. Over 55 percent of the WePOWER Survey respondents received internship information through social media. (See Box 8.A: WePOWER Questionnaire for SAR Engineering Students on Internship #15). Popularity of social media platforms varies by age group and country. For example, 18 to 24-year-olds in India mainly use Facebook and Instagram (Statista, 2021). Some basic and effective example activities through social media would be:

- Advertise the interns' clear job description (ToR) via the organization's website and social media (see Figure 3.8.1) showing a transparent selection process. Please note that the social media platforms most popular with young people vary from country to country..
- Keep the organization's social media updated about internship programs; for example in Messenger, WhatsApp groups, on Facebook, Instagram, YouTube and TikTok, with news, events, and stories, including photos.

Figure 3.8.1: Popular SNS in South Asian Youth

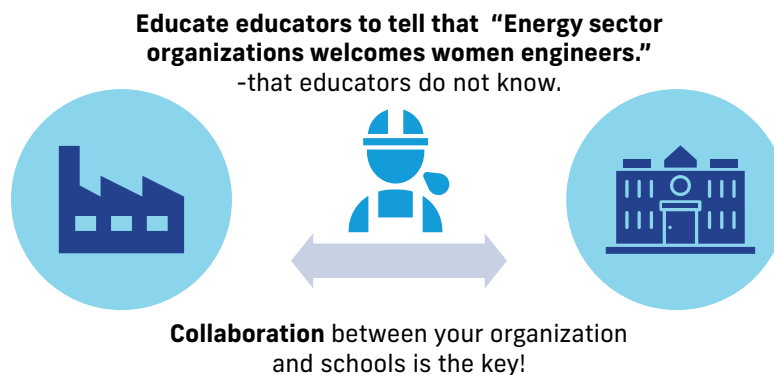
Other useful regional recruitment advertisement resources would be:

- Public advertisement boards at your alliance universities
- Faculties of the engineering department at educational institutions
- Career/job fairs at individual schools and/or regional ones
- Event on internship fair for all schools
- Online job boards (such as [Internshala](#)¹⁹)

For examples of posts, a sample social media toolkit will be available on the WePOWER website (coming soon).

Reaching women engineering students: Inform schools/educators that the organization welcomes women engineer interns

Collaboration between the Energy organizations and schools is crucial for the Inclusive Recruitment internship opportunity, especially for attracting more STEM women to the organization (see Figure 3.8.2). According to our students' Questionnaires, approximately 50 percent of students received internship information in the Energy sector from their educational institutions, which is the second most common source of internship information. This includes advertisements at schools and recommendations from faculty/teachers. (See WePOWER Questionnaire for SAR Engineering Students on Internship #15.)

Figure 3.8.2: How to reach to women engineering students?

¹⁹ [Internshala](#) is India's no.1 internship and training platform with 40,000+ paid internships in Engineering, MBA, media, law, arts, and other streams. (Add info: Handshake is the most popular and famous online platform in the United States built to connect students and employers. Everyone can post here to make the job available to students from several local schools. <https://joinhandshake.com/>)

WePOWER Internship Working Group partners have mostly been successful in recruiting female interns. However, it was also noted that it has been difficult to get more women to fill the technical internships (see Box 8.B: WePOWER Internship Working Group Survey #1.8).

Box 8.B: WePOWER Internship Working Group Survey #1.8

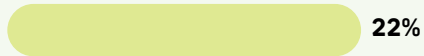
Has your organization been successful in recruiting female interns?

Yes: 7 organizations, No: 2 organizations

Yes



No



(A total of 9 organizations answered)

Schools/educators may be unfamiliar with the Energy sector and the diverse jobs that it can offer, especially in sub-sectors such as renewables and energy efficiency (Please see [Attribute 6. Define Meaningful Work Assignments for Interns which Align with Organizational Needs](#)). It is important to dispel the misconception of the traditional Energy sector with men in electrical engineering roles, which may discourage students from applying for internships (see Box 3.8.1: True Story). The positive messaging from the faculty to students (potential interns) must portray that the “Energy sector is working on creating a welcoming and safe working environment for women”. Some examples of practical activities are:

- ✓ Schedule, promote and host events on the organization’s internship opportunities for both students and educational faculties/educators.
- ✓ Prepare PowerPoint materials, learning materials, learning plans and step-by-step guides for the internship program for educational faculties/educators.
- ✓ Be sure to include women in both the materials and as presenters in the events.
- ✓ Articles/interviews/videos on sharing positive experiences of female interns from previous cohorts.

Box 3.8.1: True Story - STEM women students are sometimes discouraged by educators

Some educators discourage STEM women students from engineering majors because of gender discrimination and social norms. In response to our students’ questionnaires, a female student said that it is “very degrading towards girls” to pursue an engineering major due to the unwelcoming environment in the university.

Create awareness on Energy sector jobs for younger students (Junior, High or Primary) – WePOWER Pillar 1²⁰

It is important to raise and maintain awareness of the Energy sector jobs. Female STEM students, especially in secondary schools, need exposure to inspirational female models working in the Energy sector. This needs to be a long-term concerted effort by the organization to raise its visibility and appeal among students and faculty/teachers. This will help to improve the job-pool of qualified candidates. Specific actions that the Internship Coordinator and/or HR could take include:

- ✓ Participate in community outreach programs that promote awareness of STEM and Energy-sector jobs to elementary, middle- and high-school students.
- ✓ Work with the Ministry of Education or authorities to identify local schools that the organization could reach directly for the awareness program.
- ✓ Provide local schools study tours/site visits of your Energy sector facilities: such as power plants, powerhouses, hydro-dams, solar systems, etc.
- ✓ Conduct career counseling sessions by women engineers of Energy organizations as role models for middle- and high-school female students.
- ✓ Develop an interactive learning session with hands-on energy projects for high-school students, including at least one woman engineer.
- ✓ Create a 'Visiting My Parent's Office Day' for employees and invite their children to the workplace.

These are some activities that female Interns can potentially help arrange or participate in as part of their workplan. Monitoring the number of sessions and participants is important. Many WePOWER Partners are already doing a lot of these STEM outreach activities in their countries. WePOWER has five strategic pillars to strengthen outreach and promote normative change for women/girls in STEM education. The following table (Table 3.8.1) summarizes the WePOWER Pillar 1 Activity Types and the indicators used. Please also see the [WePOWER website](#) and the quarterly newsletters for more updates on what WePOWER Partners are doing regarding STEM education reinforcement.

WePOWER Partner Example 8.B



LESCO (Pakistan) ensures inclusive recruitment outreach through various channels

Lahore Electricity Supply Company (LESCO) puts in every effort to ensure inclusive outreach. A comprehensive advertisement plan with basic requirements is prepared and published on its website for at least 10 days.

In addition, LESCO establishes contact with placement offices of all HEC universities, in order to amplify the reach of the advertisement through their notice boards. The aim is to encourage more students to apply for and get recruited to the internship program.

²⁰ WePOWER has [strategic five pillars](#) to generate more women engineers in the SAR energy sector: Pillar 1 – STEM education; Pillar 2 – Recruitment; Pillar 3- Professional Development; Pillar 4 – Retention; and Pillar 5 – Policy and Institutional Change.

Table 3.8.1: Example activities of power institutions to strengthen STEM education from WePOWER Pillar 1

Activity type number	Activity Type	Unit of activities/events	Unit of beneficiaries/ participants
Pillar 1: STEM Education			
1-1	Introduce Role Models for Women Students	Women Professional Role Models	Women Students Participated
1-2	Introduce Successful STEM Women Educators	Honored STEM Women Educators	Women Educators Participated
1-3	Conduct Study Tours/Field Visits	Tours/Visits Implemented	Women Students Participated
1-4	Provide Scholarships	Scholarship Opportunities Provided	Women Student Recipients
1-5	Provide Workshops/Training - STEM Education Awareness	Sessions Provided	Women Students Participated
1-6	Provide Mentorship Program for Women Students	Mentors	Women Student Mentees
1-7	Give STEM Prizes/Awards	Prizes/Awards Provided	Women Student Recipients
1-8	Establish STEM Related Chapters/ Networks for Women Students	Chapters/Networks Created/ Existed	Women Student Members
1-9	Provide Workshops/Training for School Teachers - STEM Education Awareness	Sessions Provided	Women Teachers Participated

Receive international students

International (exchange) students can bring a valuable perspective to the organization. Eligibility for internships is based on the visa status of the international students in your country. Check the country's authorization for the international students.²¹ On a broader level, this promotes south-south learning in South Asia. Countries such as India and Pakistan provide access to advanced training facilities and infrastructures/sites/technologies, which may be unavailable in other countries. Some other aspects to keep in mind include:

- Although international students will be interning as part of their course requirements in the universities, there are also other student as part of exchange programs (i.e., government sponsored). Please check with the university that there are no issues in interning in public institutions.
- Be aware of differences in cultural norms and what may or may not be appropriate – especially for women. Also, ensure that language is not a barrier.

21 In the US, F-1 (student) visa students are eligible to intern off campus, which is called Curricular Practical Training (CPT). It allows a full-time or part-time training opportunity available during the school year or annual summer vacation. They can get the CPT authorization after two full academic semesters at the university. International Student Services at US Universities (ISSS) and/or a career center helps the international students on internships.

3.8.1. Tool 5 [Checklist] Proactive Communication Activities with Partners for Inclusive Recruitment Outreach



Instructions: For organizations. Please use this checklist to find the proactivity communication activities that your organization can implement.

Proactive communication activities for inclusive recruitment outreach		A. Where we are (Have done this before)	B. Where we want to be (Plan to do and/or strengthen this)	C. How to get there (Did you conduct it before the program?)
DATE		/	/	/
Internship Job Description (ToR) Advertisement	Allocate some internship positions for the public	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Advertise job description (ToR) via the organization's website	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Advertise job description (ToR) via the organization's SNS	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Keep organization's SNS updated about internship programs with news, events and stories, including photos	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Advertise job description (ToR) via public board in alliance educational institutions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Communicate with Faculties	Build collaborative relationship between schools and the organization (specially to reach out STEM women students)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Communicate directly with faculty members of the engineering department at schools about intern's job description (ToR)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Raise awareness among faculty on opportunities for women in the Energy sector (the company). Convey that the "Energy sector is working on creating a welcoming and safe working environment for women to calm concerns around being in a mostly male-dominated working space"	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Proactive communication activities for inclusive recruitment outreach		A. Where we are (Have done this before)	B. Where we want to be (Plan to do and/or strengthen this)	C. How to get there (Did you conduct it before the program?)
DATE		/	/	/
	Schedule, promote and host outreach events about the organization's internship opportunities for both students and educational faculty/educators	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Prepare outreach materials, such as PPTs, flyers and videos, advertising internship program for educational faculty/educators. Highlight structured program and facilities/benefits – especially for women	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Include women in both the materials and events (i.e., as presenters)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Public Events and Online Job Boards	Utilize career/job fairs at individual schools. Ensure that all engaged in outreach are familiar with expected behavioral standards on Anti-Sexual Harassment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Join an event on internship fair for all schools	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Register and post on online job boards (such as Internshala)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Energy Sector Awareness-Raising for Younger People	Participate in community outreach programs that promote awareness of STEM and Energy-sector jobs among elementary, middle- and high-school students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Work with the Ministry of Education or authorities to identify local schools that the organization can reach directly to deliver the awareness program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Provide local schools study tours/site visits of your Energy sector facilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Proactive communication activities for inclusive recruitment outreach		A. Where we are (Have done this before)	B. Where we want to be (Plan to do and/or strengthen this)	C. How to get there (Did you conduct it before the program?)
DATE		/	/	/
	Conduct career counseling sessions by women engineers of the organization as role models for middle- and high-school students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Develop an interactive learning session with hands-on energy projects for high-school students, including at least one woman engineer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Create a "Visiting My Parent's Office Day" for employees and invite their children to the workplace	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Others	Talk about policies within the organization to prevent and address sexual harassment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Hire international students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3.9. Attribute 9. Make the Intern Selection Process as Transparent as Possible



The internship selection process should be transparent with the required due diligence. The level of effort will vary on the basis of the call for internship applicants being public, and the resources and manpower assigned by the organization. For reference, a sample interview structure with questions can be found here: [Tool 2 \[Template\] Internship Policy for an Organization \(Employer\)](#).

Tips to connect with the broadest pool of talent:

- **Consider the whole person:** The best candidates will bring diverse perspectives, experiences and skills.
- **Be as transparent as possible:** Be open with students about the culture of the organization. Share information to help them assess whether the organization is a good match for them.
- **Be aware of unconscious bias during the selection process:** Ensure that female members are included in the selection/interview panel.

Most WePOWER Partners do not conduct a 'competitive' recruitment process for interns. Instead, the internship openings are based on requests from schools and/or governments (see Box 9.A: WePOWER Internship Working Group Survey #3.1). Nevertheless, the guidance and the interview tool provided in this section (Attribute) is useful for the Internship Coordinator to decide where/with whom the intern should be matched.

Box 9.A: WePOWER Internship Working Group Survey #3.1

Should the internship have a clearly defined and competitive recruitment process?

Yes: 1 organization, No: 4 organizations

No



Yes



(A total of 5 organizations answered)

WePOWER Partner Example 9.A



DGPC (Bhutan) ensures a transparent selection process for interns

Druk Green Power Corporation's (DGPC) internship selection process is transparent. It assigns slots in coordination with technical training institutes. The number of slots is based on the criteria of technical training institutes and the intake capacities of DGPC. However, DGPC also accepts walk-in interns as a one-time program after graduation.

WePOWER Partner Example 9.B



Grameen Shakti

Grameen Shakti (Bangladesh) follows an extensive selection process for interns

Grameen Shakti goes through an extensive process while selecting interns. Interns submit their proposals that state their specific interest in the Energy sector. Grameen Shakti evaluates the proposals and shortlists candidates after extensive reviewing. A team of proficient individuals works on the selection process and maintains the highest possible transparency while selecting interns.

Universities also select some applications and forward the most eligible ones to Grameen Shakti for further evaluation. To those who do not get selected, Grameen Shakti provides explanations for rejecting their applications, giving them a chance to identify areas of improvement.

WePOWER Partner Example 9.C



LESCO (Pakistan) has a calculation method for final selection of interns

Lahore Electric Supply Company's (LESCO) advertisement for internships clearly states the following:

Who Can Apply:

1. Only HEC-recognized universities/college students can apply for this internship program.
2. Students in the Final Year of the BSc Engineering / Master's programs or equivalent to be considered for an internship.
3. Candidates with a minimum 3.0 CGPA (or equivalent) in the previous academic years/semesters before the internship application date can apply.

Selection Criteria:

The final selection is based on aggregate marks as per the calculation below:

For Master's or equivalent (16 years of education) degrees

1. % marks obtained in matric @ 05%
2. % marks obtained in intermediate or equivalent @ 15%
3. % marks obtained in BA/BSc or Equivalent @ 30%
4. % marks obtained in MA/MSc or equivalent @ 50%

For Bachelor's or equivalent (16 years of education) Degrees

1. % marks obtained in matric @ 05%
2. % marks obtained in intermediate or equivalent @ 25%
3. % marks obtained in BA/BSc, Engineering or Equivalent @ 70%



3.9.1. Tool 6 [Sample] Interview Structure for Interns

Instructions: For organizations. We believe the organization knows much better about personnel interviews. Just in case, the following is an example interview structure for interns.

Stage 1. Prepare questions about

- Specific coursework related to the position
- Knowledge or familiarity of equipment, techniques, computers, etc.
- Previous experience related to the position
- Career interests, goals

Stage 2. Analyze résumés

- Check for signs of organization, clarity and accuracy
- Trace chronology and look for time gaps
- Note involvement and roles in campus and community organizations
- Check overall grade average and in major
- Look for accomplishments, patterns of progression and growth

Stage 3. Conduct the interview

Open the interview (1-2 minutes)

- Build friendly rapport through small talk
- Provide an overview of the interview
- Indicate that the student will have an opportunity to ask questions later
- Explain that you will be taking notes and invite the student to do so

Ask questions and gather information (15 minutes)

- Use behavioral-type questions as well as open-ended questions

Allow for questions and comments (5 minutes)

- Answer candidly and illustrate with own experiences if possible
- Assess the quality of the student's questions
- Avoid giving answers that indicate a commitment to a position

- Be prepared to answer questions about the position, expected training, organization structure, organization products

Give information (1-2 minutes)

- Briefly recap information about the position.
- Discuss candidate's availability for the internship to ensure the organization's needs are met
- Discuss any academic requirements for course credit

Wrap-up (1-2 minutes)

- Close on a positive note
- Briefly describe the next steps
- Give an estimate of when the student will hear back
- Avoid making statements that may be interpreted as a promise of employment

Stage 4. Evaluate the candidate against the requirements for the position

- Review notes before your next interview
- Be objective and base the decision on evidence

Stage 5. Follow up with candidates promptly

- Send formal rejection letter/email to students who do not match your requirements – give a brief explanation
- Offer the position to the candidate that you have chosen
- Offer waitlist option for other candidates as a contingency

3.10. Attribute 10. Sign the Internship Agreement Between the Intern and the Organization



Once the organization (employer) selects and/or identifies the interns to be hired, the organization and the intern will sign an Internship Agreement. The internship agreement is a non-legal/non-binding MoU that ensures that the organization and the intern are on the same page in terms of workplan and expectations. The Internship Agreement should clearly indicate the following:

1. The intern's title, the Supervisor's name and contact information, job description (ToR), start/end dates, payment, benefits and policies.
2. The organization (employer)'s anti-harassment policy applies to all interns, both paid and unpaid.
3. The intern's confidentiality policy on how to handle sensitive information.
4. Explicitly, the employer is under no obligation to offer full-time employment to the student prior to or after graduation.

* The Intern's Workplan should also be included in the annex of the Agreement. Please see [Attribute 15. Develop the Intern's Workplan and Set Deliverables and Milestones with the Intern \(As Per ToR\)](#) for further details.

The Internship Agreement template

Typically for 'Academic Study' type internships, the academic institution prepares their own 'Internship Agreement' form which is signed by the student (intern), the internship supervisor (employer) and the faculty coordinator (academic institution). If there is no form available, please utilize the following templates from the Internship Module:

- [Tool 7 \[Template\] Internship Agreement \(1\) - Between Three Parties Student \(intern\), Supervisor \(employer\), and Faculty Coordinator \(Academic Institutions\)](#)
- [Tool 8 \[Template\] Internship Agreement \(2\) - Between Two Parties: Intern and Organization Intern and Supervisor \(employer\)](#)

Box 10.A: WePOWER Internship Working Group Survey #1.11

Does your organization have a formal Internship Agreement with schools?

Yes: 1 organization, No: 8 organizations

No



Yes



(A total of 9 organizations answered)

WePOWER Partner Example 10.A



DGPC (Bhutan) formalizes the Internship Agreement

The Druk Green Power Corporation (DGPC) and the intern sign a formal Internship Agreement, with clearly outlined responsibilities for the intern.

1.10.1. Tool 7 [Template] Internship Agreement (1) - Between Three Parties: Intern, Organization, and Academic Institution



Instructions: For an organization. Please modify the example template according to the organization's internship policy.

Agreement Template

This letter of agreement confirms the responsibilities of [organization name], the student intern and the faculty coordinator in the internship, the beginning and ending dates of the internship, and the due dates for the performance evaluations. This agreement will be provided to the organization prior to the student reporting to work at the organization.

The variety in the size and function of the organization participating in the internship may, in some cases, require slight modifications of the procedures contained in these guidelines. Significant modification of these procedures should be mutually approved and signed off in writing by the parties of the original agreement.

Beginning date of the internship: _____

Completion date of the internship: _____

Will the intern be paid? yes _____ no _____

If yes, how much? \$ _____ per _____

Will the intern receive college credit for the internship? yes _____ no _____

If yes, how many hours' credit? _____

Intern's weekly work schedule: _____

Position: _____

Location of organization work assignment: _____

_____ [Organization name] is under no obligation to offer full-time employment to the student prior to or after graduation. Likewise, the student is under no obligation to the employer after completion of the prescribed work period(s) for an internship.

Student signature: _____ **Date:** _____

Supervisor signature: _____ **Date:** _____

Faculty Coordinator signature: _____ **Date:** _____

Responsibilities

Student intern: As the student intern enters the organization, he/she is expected to assume, as much as possible, the role of a regular staff member. The responsibilities include:

1. Adhering to the organization work hours, policies, procedures and rules governing professional behavior.
2. Adhering to the organization's policies governing the observation of confidentiality and the handling of confidential business information.
3. Assuming personal and professional responsibilities for his/her actions and activities.
4. Maintaining professional relationships with the organization's employees, customers and so forth.
5. Utilizing a courteous, enthusiastic, open-minded and critical approach to policies and procedures within the profession.
6. Relating and applying knowledge acquired in the academic setting to the organizational setting.
7. Developing self-awareness regarding attitudes, values, behavior patterns and so forth that influence work.
8. Preparing for and utilizing conferences and other opportunities of learning afforded in the organization.
9. Being consistent and punctual in the submission of all work assignments to the supervisor and faculty coordinator.
10. Providing the faculty coordinator with periodic progress reports.

AGREED _____ **Date:** _____

Student signature _____

Employer: It is the responsibility of the employer to provide direct, on-the-job supervision of the student intern, which includes the following:

1. Submitting a job description for the student intern by _____ (date).
2. Orienting the student intern to the organization's structure and operations.
3. Orienting the student intern to the organization's policies and procedures regarding appropriate dress, office hours and applicable leave policies.
4. Introducing the student intern to the relevant professional and clerical staff.
5. Providing the student intern with adequate resources and a working environment free of sexual harassment to accomplish job objectives.
6. Orienting the student intern to the policies and procedures of the personnel department.

7. Offering the student intern the opportunity to identify with the Supervisor as a professional staff member by jointly participating in office interviews, meetings, conferences, projects and other personnel and management functions.
8. Assigning and supervising the completion of tasks and responsibilities that are consistent with the student intern's role in the organization.
9. Consulting the faculty coordinator if the Supervisor becomes aware of personal, communication or other problems that are disrupting the student intern's learning and performance.
10. Providing regularly scheduled supervisory conferences with the student intern.
11. Participating in joint and individual conferences with the student intern and faculty coordinator regarding the student intern's performance.
12. Submitting an evaluation on the student intern's job performance.

AGREED _____ **Date:** _____

Employer signature _____

Faculty coordinator: The faculty coordinator assumes overall responsibility for consultation with the organization and interns on objectives, agreements and other job-related tasks. The faculty coordinator is available to the student intern in an advisory capacity. The role of the faculty coordinator involves:

1. Individual pre-placement orientation and introduction of the student intern to the nature and purpose of the internship.
2. Orienting and introducing the organization Supervisor to the purpose and objectives of the internship.
3. Consulting with the organization Supervisor and student intern on a regular basis regarding the latter's performance and concerns.
4. Assuming responsibility for the removal of a student intern from the internship setting as and when necessary.

AGREED _____ **Date:** _____

Employer signature _____

1.10.2. Tool 8 [Template] Internship Agreement (2) - Between Two Parties: Intern and Organization



Instructions: For an organization. Please modify the example template according to the organization's internship policy.

Agreement Template

This letter of agreement confirms the responsibilities of [organization name] and the intern, the beginning and ending dates of the internship, and the due dates for the performance evaluations. This agreement will be provided to the organization prior to the intern reporting to work at the organization.

The variety in the size and function of the organization participating in the internship may, in some cases, require slight modifications of the procedures contained in these guidelines. Significant modification of these procedures should be mutually approved and in writing signed by both parties signing the original agreement.

Beginning date of the internship: _____

Completion date of the internship: _____

Will the intern be paid? yes _____ no _____

If yes, how much? \$ _____ per _____

Will the intern receive college credit for the internship? yes _____ no _____

If yes, how many hours' credit? _____

Intern's weekly work schedule: _____

Position: _____

Location of organization work assignment: _____

[Organization Name] is under no obligation to offer full-time employment to the student prior to or after graduation. Likewise, the student is under no obligation to the employer after completion of the prescribed work period(s) for an internship.

Student signature: _____ **Date:** _____

Supervisor signature: _____ **Date:** _____

Responsibilities

Intern: As the intern enters the organization, he/she is expected to assume, as much as possible, the role of a regular staff member. The responsibilities include:

1. Adhering to the organization work hours, policies, procedures and rules governing professional behavior.
2. Adhering to the organization policies governing the observation of confidentiality and the handling of confidential business information.
3. Assuming personal and professional responsibilities for his/her actions and activities.
4. Maintaining professional relationships with the organization employees, customers and so forth.
5. Using a courteous, enthusiastic, open-minded and critical approach to policies and procedures within the profession.
6. Relating and applying knowledge acquired in the academic setting to the organizational setting.
7. Developing self-awareness regarding attitudes, values, behavior patterns and so forth that influence work.
8. Preparing for and utilizing conferences and other opportunities of learning afforded in the organization.
9. Being consistent and punctual in the submission of all work assignments to the Supervisor and faculty coordinator.

AGREED _____ **Date:** _____

Student signature _____

Employer: It is the responsibility of the employer to provide direct on-the-job supervision of the intern, which include the following:

Submitting a job description for the intern by _____ (date).

1. Orienting the intern to the organization's structure and operations.
2. Orienting the intern to the organization's policies and procedures regarding appropriate dress, office hours and applicable leave policies.
3. Introducing the intern to the relevant professional and clerical staff.
4. Providing the intern with adequate resources and a working environment free of sexual harassment to accomplish job objectives.
5. Orienting the intern to the policies and procedures of the personnel department.
6. Offering the intern the opportunity to identify with the Supervisor as a professional staff person by jointly participating in office interviews, meetings, conferences, projects and other personnel and management functions.

7. Assigning and supervising the completion of tasks and responsibilities that are consistent with the intern's role in the organization.
8. Consulting the intern if the Supervisor becomes aware of personal, communication or other problems that are disrupting the intern's learning and performance.
9. Providing regularly scheduled supervisory conferences with the intern.
10. Participating in joint and individual conferences with the intern regarding the student intern's performance.
11. Submitting an evaluation on the intern's job performance.

AGREED _____ **Date:** _____

Employer signature _____

3.11. Attribute 11. Provide Safe Transportation and Inclusive Facilities



Safe transportation and lack of access to basic facilities (such as separate toilets, especially in the field) are some of the hurdles for women working in the energy sector. Also, offering these benefits/facilities for female interns who may otherwise be reluctant to apply for internships should be a priority. The following table (Table 3.11.1) is a list of some options, under transportation, personal safety, inclusive facilities and comfortable environment. Access to the infirmary and counseling services are also beneficial for the students.

Please use [Tool 9 \[Checklist\] The Organization's Safe Facilities Options](#) to assess and address gaps in these facilities, which are important considerations for women interns as well as the staff. These facilities should be highlighted in the outreach efforts.

WePOWER Partner Example 11.A



Grameen Shakti (Bangladesh) provided flexible work schedules and transportation to female interns during COVID-19 pandemic

Grameen Shakti provided flexible working hours, transportation and women-friendly facilities to all female employees, including interns. Specifically, during the COVID-19 pandemic, Grameen Shakti allowed the female interns to work from home and provided transportation when required.

WePOWER Partner Example 11.B



WAPDA (Pakistan) leads Anti-Harassment efforts for Interns

Under Section 509 of the Pakistan Penal Code, harassment is now a crime that can lead to imprisonment or a fine (Rs 5 lakh), or both. Every workplace now has a harassment cell that deals with such cases. The Higher Education Commission (HEC) has also issued a harassment policy, which has been shared with both university students and employees (teaching and non-teaching faculty). Moreover, seminars have been conducted to educate young women.

The Water & Power Development Authority (WAPDA) has established its own anti-harassment committee following the Protection against Harassment Act, Pakistan. Moreover, in order to educate female employees, this committee conducts seminars once a year. Furthermore, to provide a safe and healthy learning environment to WAPDA interns, a female supervisor – Deputy Director of Academics & Training – is assigned to the program. In case of any inconvenience, female interns may contact her. WAPDA also encourages mentoring for female professionals.

Table 3.11.1: Some options of safe transportation and inclusive facilities

Category	The Organization's Inclusive Facility Options
Transportation	Easy commuting E.g., confirm round trip from the intern's house to the work assignment place (Do they have easy access via public transportation? Need a car-drive or taxi ranks?)
	Legal requirement E.g., adequate access for people with disabilities to the internship assignment location
Personal Safety	Clear lines of sight from the reception area <ul style="list-style-type: none"> • From/to public transportation stops (train, bus, taxi, etc.) • From/to car parking spaces
	Corner mirrors installation <ul style="list-style-type: none"> • To improve visibility and safety
	Comprehensive lighting <ul style="list-style-type: none"> • Outside the facility • Inside the facility • Car parking spaces
	Clear and accurate signage <ul style="list-style-type: none"> • Outside the facility • Inside the facility • Information on hotlines to report sexual harassment, if available
	Security equipment installation <ul style="list-style-type: none"> • Such as CCTV security cameras • Ensure areas remain well lit
	Available escorts <ul style="list-style-type: none"> • To trains, buses and taxis after dark
	Design solutions <ul style="list-style-type: none"> • Have been used to eliminate danger spots • Maximize lighting, mirrors, appropriate floor covering, landscaping, clear signage, etc.
	Infirmary <ul style="list-style-type: none"> • Make sure that the interns have access to the infirmary


Category	The Organization's Inclusive Facility Options
	<p>Third-party counseling and support services</p> <ul style="list-style-type: none"> • To all employees including interns in case of an untoward incident • Employees and interns facing sexual harassment will be provided access to support services (psychosocial counseling, shelter, legal and medical aid)
Inclusive facility	<p>Separate toilets</p> <ul style="list-style-type: none"> • Especially at plants and the sites • With privacy and hygiene needs (sanitary disposal units) of women
	<p>Separate showers</p> <ul style="list-style-type: none"> • When the intern's work assignment requires shower facilities
	<p>Separate lodgings</p> <ul style="list-style-type: none"> • Especially at plants and the sites when the intern's work assignment needs
	<p>Separate place of worship</p> <ul style="list-style-type: none"> • According to each country's religion • Mosques, chapels, etc.
	<p>Childcare</p> <ul style="list-style-type: none"> • If the organization has a childcare facility, interns should have access to it
	<p>Gender policies</p> <ul style="list-style-type: none"> • If the organization has the policy, activate it for interns. • Organizational policies and procedures against sexual harassment
Comfortable Environment	<p>Social areas (cafeteria, lounge, etc.)</p> <ul style="list-style-type: none"> • Attractive, light, airy and easy to keep clean.
	<p>Needs of people with disabilities</p> <ul style="list-style-type: none"> • Mobility, physical access, parking, access to information • Must be considered well
	<p>Women employees and interns' input for renovations</p> <ul style="list-style-type: none"> • If renovations are planned, consider receiving women employees and interns' inputs
	<p>Physical and mental well-being</p> <ul style="list-style-type: none"> • Access to counseling and mental health services, gym, staff sports competitions, etc.



3.11.1 Tool 9 [Checklist] The Organization’s Safe Facilities Options



Instructions: For organizations. Use this checklist to find out the kind of security facilities the organization can provide for interns and to reassure/attract more young women.

Category	The Organization’s Inclusive Facility Options	A. Where we are (Already have it)	B. Where you want to be (Plan to add by)	C. How to get there (What is Pending?)	Done
		Check DATE	/	/	
 Transportation	Easy commuting E.g., confirm round trip from the intern’s house to the work assignment place (Do they have easy access to public transport? Need a car-drive or taxi ranks?)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Legal requirement E.g., Transportation access to internship assignment location	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
 Personal Safety	Clear lines of sight from the reception area <ul style="list-style-type: none"> From/to public transport stops (train, bus, taxi, etc.) From/to car parking spaces 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Corner mirrors installation <ul style="list-style-type: none"> To improve visibility and safety 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Comprehensive lighting <ul style="list-style-type: none"> Outside the facility Inside the facility Car parking spaces 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Clear and accurate signage <ul style="list-style-type: none"> Outside the facility Inside the facility Information on hotlines to report sexual harassment, if available 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Category	The Organization's Inclusive Facility Options	A. Where we are (Already have it)	B. Where you want to be (Plan to add by)	C. How to get there (What is Pending?)	Done
	Check DATE	/	/	/	
	Security equipment installation <ul style="list-style-type: none"> • Such as CCTV security cameras • Ensure areas remain well lit 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Available escorts <ul style="list-style-type: none"> • To trains, buses and taxis after dark 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Design solutions <ul style="list-style-type: none"> • Have been used to eliminate danger spots • Maximize lighting, mirrors, appropriate floor covering, landscaping, clear signage, etc. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Infirmary <ul style="list-style-type: none"> • Make sure that the interns have access to the infirmary 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Third-party counseling and support services <ul style="list-style-type: none"> • To all employees including interns in case of an untoward incident • Employees and interns facing sexual harassment to be provided access to support services (psychosocial counseling, shelter, legal and medical aid) 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
 Inclusive facility	Separate toilets <ul style="list-style-type: none"> • Especially at plants and sites • With privacy and hygiene needs (sanitary disposal units) of women 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Separate showers <ul style="list-style-type: none"> • When the intern's work assignment requires shower facilities 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Separate lodgings <ul style="list-style-type: none"> • Especially at plants and sites 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Category	The Organization's Inclusive Facility Options	A. Where we are (Already have it)	B. Where you want to be (Plan to add by)	C. How to get there (What is Pending?)	Done
	Check DATE	/	/	/	
	Separate place of worship <ul style="list-style-type: none"> • According to each country's religion • Mosques, chapels, etc. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Childcare <ul style="list-style-type: none"> • If the organization has a childcare facility, the interns should have access to it 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Gender policies <ul style="list-style-type: none"> • If the organization has the policy, activate it for interns 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
 Comfortable Environment	Social areas (cafeteria, lounge, etc.) <ul style="list-style-type: none"> • Attractive, light, airy, and easy to keep clean 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Needs of disabilities <ul style="list-style-type: none"> • Mobility, physical access, parking, access to information • Must be considered well 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Women employees and interns' input for renovations <ul style="list-style-type: none"> • If renovations are planned, consider taking inputs from women employees and interns 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
 Other	Physical and mental well-being <ul style="list-style-type: none"> • Access to counseling and mental health services • Gym, sports competitions, yoga, etc. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

3.12. Attribute 12. Activate Anti-Sexual Harassment Measures and Intern's Multiple Response Options



It is important to proactively protect the interns and preemptively address any concerns/issues that may arise through a robust reporting mechanism. This will reduce risk for the interns and minimize reputational and/or legal risks to the organization. Given the societal norms in South Asia, interns will likely find it difficult to report certain incidents. Furthermore, due to the power and age dynamics, interns are especially vulnerable. There is additional fear of career repercussions if they were to speak out against harassment by an employer, Mentor, Supervisor or other employees.

Box 3.12.1: % of full-time employees who report harassment

75% full-time employees do NOT report harassment

EEOC [Equal Employment Opportunity Commission]

Source: Why Sexual Harassment programs backfire. And what to do about it. HBR 2020 Frank Dobbin and Alexandra Kalev

It is also important to consider that male interns may also face sexual harassment. Workplace sexual misconduct is about the abuse of power, so interns are the most vulnerable. On the other hand, interns may unintentionally engage in inappropriate or harassing behavior if they have not been told about certain behaviors being unacceptable at the workplace. Research says that 75 percent full-time employees do NOT report harassment (see Box 3.12.1) - you can imagine how many interns can report.

Unpaid Interns are the Most Vulnerable to Sexual Harassment

Typically, unpaid interns may not be protected legally in the same way as full-time employees and paid interns because of the definition of "employees" - if the organization does not apply the organization's harassment policy to interns expressly.

Interns should be well-aware of the sexual harassment policy and reporting system in your organization – and that it also applies to the interns. Complaints should be seriously investigated and addressed, months or even years down the line.

In addition, interns may be protected from harassment during their internships by their university policies, but many interns may not be unaware of it.

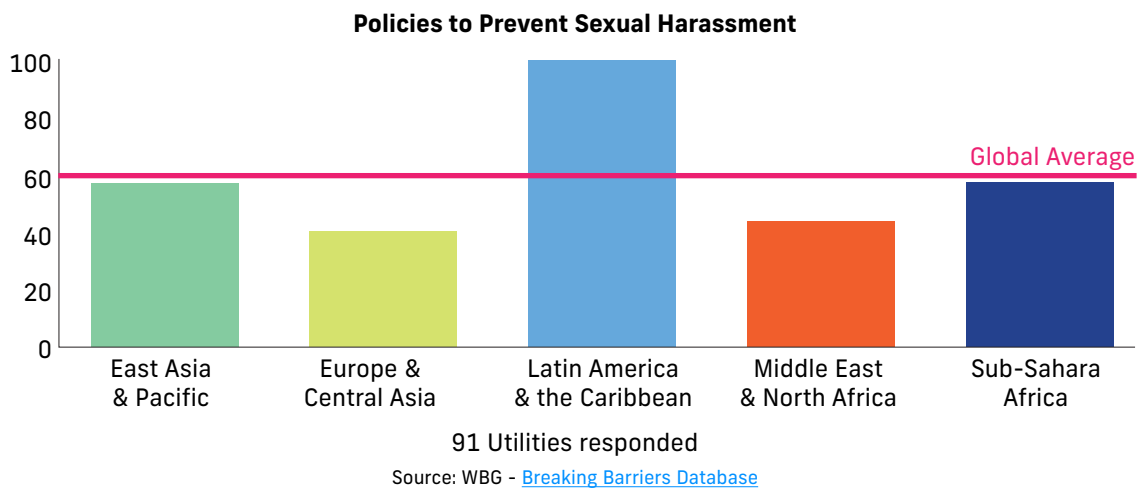
How can the organization prevent the cases?

The Internship Coordinator must take a lead and arrange these activities to protect interns, working together with HR. Use [Tool 10 \[Checklist\] Sexual Harassment Prevention Activities for Interns](#) to confirm if your organization conducted all the measures.

Figure 3.12.1: % of water and sanitation utilities who have Anti-Sexual Harassment Policy

58% of utilities reported having policies to prevent sexual harassment

There are huge differences between regions. In Latin America and the Caribbean, almost all the utilities have policies in place, while in Europe and Central Asia, the average drops to 40%. Data for South Asian countries is unavailable.



WePOWER Partner Example 12.A



WAPDA (Pakistan) leads Anti-Harassment efforts for Interns

Under Section 509 of the Pakistan Penal Code, harassment is now a crime that can lead to imprisonment or a fine (Rs 5 lakh), or both. Every workplace now has a harassment cell that deals with such cases. The Higher Education Commission (HEC) has also issued a harassment policy, which has been shared with both university students and employees (teaching and non-teaching faculty). Moreover, seminars have been conducted to educate young women.

The Water & Power Development Authority (WAPDA) has established its own anti-harassment committee following the Protection against Harassment Act, Pakistan. Moreover, in order to educate female employees, this committee conducts seminars once a year. Furthermore, to provide a safe and healthy learning environment to WAPDA interns, a female supervisor – Deputy Director of Academics & Training – is assigned to the program. In case of any inconvenience, female interns may contact her. WAPDA also encourages mentoring for female professionals.

WePOWER Internship Module recommends the employers (organizations) consider:

1. Make sure the organization has Anti-Sexual Harassment Policy

1. First, define your organization's expectations. It is mentioned in your organization's 'Code of Conduct'.
 - Provided in [Tool 11 \[Sample\] Code of Conduct](#)
2. Second, if your organization does not have a clear Anti-Sexual Harassment Policy yet, create one and activate it. Most countries within the South Asian region have laws against sexual harassment at workplaces²² (and see Figure 3.14 in other regions). These are suggested timings.
 - [Tool 12 \[Sample\] Anti-Sexual Harassment Policy for Interns](#), and
 - [Tool 13 \[Example\] A US Local Government Law to Protect Interns from Workplace Harassment and Discrimination](#)
3. Confirm interns' multiple channels to report and options to proceed the case if it happens
 - [Tool 15 \[Sample\] Interns' Multiple Response Options/Procedures to Sexual Harassment](#)

2. Apply your organization's Anti-Sexual Harassment Policy to all interns

1. Ensure that "the Organization's Policy on Anti-Sexual Harassment for employees" covers all interns, including unpaid interns.
2. State it clearly in the Internship Agreement with Interns – Anti-Sexual Harassment policy and complaint procedures with interns.
 - [Tool 7 \[Template\] Internship Agreement \(1\) - Between Three Parties: Intern, Organization, and Academic Institution](#), and
 - [Tool 8 \[Template\] Internship Agreement \(2\) - Between Two Parties: Intern and Organization](#)

3. Confirm with the Interns' educational institutions

1. Discuss sexual harassment prevention and incident response procedures with the interns' educational institutions' faculty members.
2. Check if the interns' educational institutions have an Anti-Sexual Harassment Policy for internship. Recently, many universities have introduced their own policies to work with organizations.

4. Provide Anti-Sexual Harassment Training for employees of all levels

1. Provide training on "The organization's expectations, multiple options to respond to the incident if it happens" for all employees in the organization including interns. Especially, the training for interns' Supervisors/Mentors is crucial since they communicate most closely with the interns. The training must include bystander's training (see below).
 - [Tool 11 \[Sample\] Code of Conduct](#)
 - [Tool 12 \[Sample\] Anti-Sexual Harassment Policy for Interns](#)

²² Most countries within the South Asian region have laws against sexual harassment at workplaces (Refer: [Overall] <https://thedocs.worldbank.org/en/doc/727281522330313640-0050022018/original/WBL2018factsheetSAREnglish.pdf>; [Maldives] <https://www.genderindex.org/wp-content/uploads/files/datasheets/2019/MV.pdf>; [Sri Lanka] <https://salary.lk/labour-law/fair-treatment/sexual-harassment>; [Bangladesh] <https://www.dhakatribune.com/editorial/2022/04/17/gender-equality-begins-at-home>); [India] <https://www.dhakatribune.com/editorial/2022/04/17/gender-equality-begins-at-home>)

- [Tool 14 \[Reading Material\] What Bystanders Can Do](#)
- b. **For the interns' Supervisors/Mentors**
- c. **For the interns**, before starting their programs – Sexual harassment measures with multiple response options and bystanders.
- d. For all employees
- e. For managers
- f. Train-the-trainer programs
- g. Evaluate the training provided to all employees/interns. Ensure it results in positive training outcomes and does not result in unintended adverse consequences for both employees and interns.

The importance of bystanders to prevent the harassment for interns

A bystander is a person who is present when an event takes place but is not directly involved in it. Bystanders might be present when sexual assault or abuse occurs — or they could witness the circumstances that led to these crimes. We can say that preventing sexual harassment is everybody's responsibility. An engaged bystander is someone who lives up to that responsibility by intervening before, during or after a situation, when they see or hear behaviors that threaten, harass or otherwise encourage sexual violence.

How to be a good bystander?

- Understand how your privilege positions you to speak up
- Be proactive
- Disrupt the situation
- Do not act alone
- Confront the harasser
- Set the expectation to speak up and step in
- Focus on the needs and experience of the target and ensure they receive the support the need
- Take action online

Source: NSVRC TIP SHEET Bystander Intervention Tips and Strategies

Shannon Rawski and Sarah DeArmond from the University of Wisconsin Oshkosh (UWO) College of Business pointed out the importance of training bystanders – utilize [Tool 14 \[Reading Material\] What Bystanders Can Do](#).

For example, it is useful to focus on the bystander’s position in a role-play training - “Trainees should be more receptive to the bystander condition because the bystander role is positive. Bystanders can intervene to help the target of harassment, and this positive role is likely to be more attractive to fulfill than the harasser role or the victim role. Thus, the bystander version of training should be less threatening to trainees and result in improved training outcomes when compared to the other three conditions.” This could be a good point for the organization to design its anti-sexual harassment training.

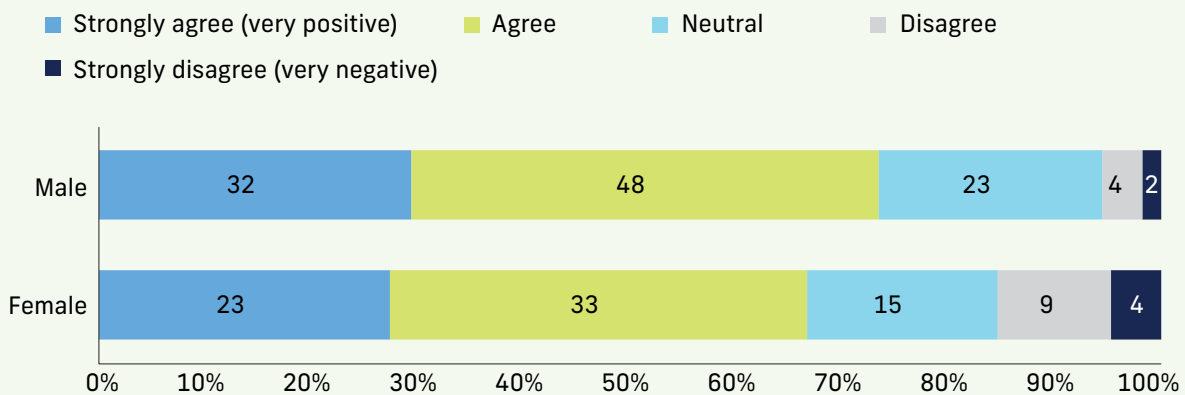
Anti-Sexual Harassment Training for all employees

Through the WePOWER Students Questionnaires, we found that around 15 percent of respondents who experienced internship did not receive the Sexual Harassment Measure Training, and around 60 percent received it adequately. (See Box 12.A: WePOWER Questionnaire for SAR Engineering Students on Internship #26.)

Box 12.A: WePOWER Questionnaire for SAR Engineering Students on Internships #26

**I received adequate training on the organization’s anti-sexual harassment policy.
I understand when and to whom I should report instances of harassment and abuse. (Do you agree?)**

- 37 (16%) Did not receive it
- 136 (58.6%) Strongly Agree + Agree
- 20 (8.6%) Strongly Disagree + Disagree
- Average score: female – 3.74; male – 3.95



(1) Timing (When)?

For employees: The organization keeps all employees trained **at least once a year and provides regular refresher trainings**. The employees also could be bystanders, so it should include the bystander training as well.

For Supervisors/Mentors: Especially, hiring intern's department and their Supervisor/ Mentor must confirm it again **before starting the internship program**.

For interns: On the first or second day. They should receive separately (a) well-prepared orientation; and (b) "the anti-sexual harassment measures with intern's multiple response options". The interns could also be bystanders, so the contents should include the bystander training.

(2) By whom? - Managers conduct it for the Supervisors/Mentors and Interns

- ✓ Managers or senior staff who are responsible for the implementation of the anti-sexual harassment policies and procedures of the organization should discuss the policy and the multiple options of procedures with employees/interns.
- ✓ The higher managers let employees (especially the Supervisors/Mentors) and interns know that respect at the workplace is important to the organization.
 - "We believe we have a good culture that respects everyone—if you are experiencing a different culture, let us know."
 - [Tool 11 \[Sample\] Code of Conduct](#)
- ✓ The training session should inform employees/interns about their expectations of behavior during the internship program and how the employer should act toward them.
- ✓ Employees/interns should be educated on how important safety and freedom from sexual harassment is for increased staff/intern engagement, productivity and reduced absenteeism.
- ✓ Interns should be introduced to the person to whom confidential complaints can be directed. It could be the organization's Internship Coordinator or HR person. The person should make her/himself known to the interns, so they need not contact a stranger to raise a concern. While they are the main focal point to whom interns can direct complaints, there should be other reporting channels, too, such as phone or anonymous reporting methods (complaint box, hotline).

(3) Confirm intern's consent and choice among multiple-response options

Adopt a survivor-centric approach and proceed with incident response based on consent while maintaining confidentiality. Inform interns about the multiple response options and proceed only with the complainant's consent. Targets of harassment should be empowered to choose the response that is right for them. Not every target wants to make a formal report immediately, so informing interns about less-formal responses, such as seeking advice from a faculty coordinator (school's internship coordinator, health advisor/counselor, etc.), the Supervisors/Mentors, the Internship Coordinator, etc. can help them choose a way that is best for them.

- Use [Tool 15 \[Sample\] Interns' Multiple Response Options/Procedures to Sexual Harassment](#)

The same goes for providing interns with multiple options if they are a bystander (e.g., intervening in the moment, intervening after the incident, formally reporting and so on) and options for accused harassers (e.g., stopping the offensive behavior, seeking formal mediation from HR and/or the intern's educational institutions, such as a university).

- Utilize [Tool 14 \[Reading Material\] What Bystanders Can Do](#)

3.12.1. Tool 10 [Checklist] Sexual Harassment Prevention Activities for Interns



Instructions: For organizations. Use this checklist to find the gap between the organization's current situation on anti-sexual harassment measures for interns and what it can implement; then fill in these gaps to strengthen the organization.

Sexual harassment prevention activities for interns	A. Where we are (Have done before)	B. Where you want to be (Add these activities for next cohort)	C. How to get there (Implemented for next cohort)	Note
1. Make sure the organization has an Anti-Sexual Harassment Policy				
1. First, define your organization's expectations. It is mentioned in your organization's 'Code of Conduct'. Tool 11 [Sample] Code of Conduct	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2. If your organization does not have a clear Anti-Sexual Harassment Policy, create one and activate it. Tool 12 [Sample] Anti-Sexual Harassment Policy for Interns, and Tool 13 [Example] A US Local Government Law to Protect Interns from Workplace Harassment and Discrimination	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3. Confirm interns' multiple channels to report sexual harassment and options to proceed Tool 15 [Sample] Interns' Multiple Response Options/Procedures to Sexual Harassment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2. Apply the organization's Anti-Sexual Harassment Policy to all interns				
1. Ensure that "the Organization's Policy on Anti-Sexual Harassment for employees" covers all interns, including unpaid interns.				

Sexual harassment prevention activities for interns	A. Where we are (Have done before)	B. Where you want to be (Add these activities for next cohort)	C. How to get there (Implemented for next cohort)	Note
2. State clearly in the Internship Agreement with interns – zero-tolerance for sexual harassment, Anti-Sexual Harassment policy and complaint procedures for interns. Tool 7 [Template] Internship Agreement (1) - Between Three Parties: Intern, Organization, and Academic Institution, and Tool 8 [Template] Internship Agreement (2) - Between Two Parties: Intern and Organization	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3. Confirm with the Interns' educational institutions				
Discuss sexual harassment prevention and incident response procedures with faculty members of the interns' educational institutions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Check if the interns' educational Institutions have an Anti-Sexual Harassment Policy for internship. Recently, many universities have introduced their own policies for work with organizations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3. Provide Anti-Sexual Harassment Training for all Employees				
Provide training on "the organization's expectations, multiple options to respond the incident if it happens" for all employees of the organization, including interns. Especially, training for interns' Supervisors/Mentors is crucial since they communicate most closely with interns. The training contents must include bystander training (see below). Tool 11 [Sample] Code of Conduct, Tool 12 [Sample] Anti-Sexual Harassment Policy for Interns, Tool 14 [Reading Material] What Bystanders Can Do				
a. For Supervisors/Mentors – in-depth training at least once a year, especially before the internship program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
b. For interns – on DAY1 or DAY 2, separate from the Orientation on the first day	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Sexual harassment prevention activities for interns	A. Where we are (Have done before)	B. Where you want to be (Add these activities for next cohort)	C. How to get there (Implemented for next cohort)	Note
c. For all employees – at least once a year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
d. For managers – at least once a year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
e. Train-the-trainer programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4. Evaluate the training provided to all employees/interns				
a. For Supervisors/Mentors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
b. For interns	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
c. For all employees	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
d. For managers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
e. Train-the-trainer programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	



3.12.2. Tool 11 [Sample] Code of Conduct

Instructions: For organizations. If the organization does not have a Code of Conduct, the sample below can be modified for use. The organization should share their Code of Conduct with interns before starting the internship program.

Sample

Create a culture of open and honest communication

At [Organization Name], everyone should feel comfortable to speak his or her mind, particularly with respect to ethics and safety concerns. Managers have the responsibility to create an open and supportive environment where employees feel comfortable raising such questions. We all benefit tremendously when employees exercise their power to prevent mistakes or wrongdoing by asking the right question at the right time.

[Organization Name] will investigate all reported instances of questionable or unethical behavior. In every instance where improper behavior is found to have occurred, the organization will take appropriate action. We will not tolerate retaliation against employees who raise genuine ethical concerns in good faith.

For your information, [Organization Name]'s whistleblower policy is as follows:

[Note to employer: This policy should have already been adopted as an addendum to the organization's handbook.]

Employees are encouraged, in the first instance, to address such issues with their managers or the HR manager. If that is not possible for some reason or if an employee is not comfortable raising the issue with his or her manager or HR, [Organization Name]'s [Title of Executive Officer] does operate with an open-door policy.

Set tone at the top

Management has the added responsibility of demonstrating, through its actions, the importance of this Code. In any business, ethical behavior does not happen on its own; it is the product of clear and direct communication of behavioral expectations, modeled from the top and demonstrated by example. Again, ultimately, our actions are what matter.

To make the Code work, managers must be responsible for promptly addressing ethical questions or concerns raised by employees and for taking appropriate steps to deal with such issues. Managers should not consider employees' ethical concerns as threats or challenges to their authority, but rather as another encouraged form of business communication. At [Organization Name], we want the ethics dialogue to become a natural part of daily work.

Uphold the law

[Organization Name]'s commitment to integrity begins with complying with laws, rules and regulations. Further, each of us must understand the organizational policies, laws, rules and regulations that apply to

our specific roles. If we are unsure if a contemplated action is permitted by law or [Organization Name] policy, we should seek advice from the resource expert. We are responsible for preventing violations of law and for speaking up if there are any.

Because of the nature of our business, some legal requirements warrant specific mention here. *[Note to employer: Insert applicable industry-specific laws here].*

Competition

We are dedicated to ethical, fair and vigorous competition. We will sell [Organization Name] products and services based on merit, superior quality, functionality and competitive pricing. We will make independent pricing and marketing decisions and will not improperly cooperate or coordinate our activities with competitors. We will not offer or solicit improper payments or gratuities in connection with the purchase of goods or services for [Organization Name] or the sales of its products or services, nor will we engage or assist in unlawful boycott of certain customers.

Proprietary information

It is important that we respect the property rights of others. We will not acquire or seek to acquire improper means of a competitor's trade secrets or other proprietary or confidential information. We will not engage in unauthorized use, copying, distribution or alteration of software or other intellectual property.

Selective disclosure

We will not selectively disclose (whether in one-on-one or small discussions, meetings, presentations, proposals or otherwise) any material or non-public information with respect to [Organization Name], its securities, business operations, plans, financial condition, results of operations or any development plan. We should be particularly vigilant when making presentations or proposals to customers to ensure that our presentations do not contain non-public information.

Health and safety

[Organization Name] is dedicated to maintaining a healthy environment. A safety manual has been designed to educate you on safety in the workplace. If you do not have a copy of this manual, please see the HR department.

Sexual harassment

The [Organization Name] is committed to creating and maintaining an environment where sexual harassment has no place. Sexual harassment is against the law of xx country and will not be tolerated by any intern, employee, etc. of [Organization Name].

Sexual harassment of employees (such as unwelcome sexual advances and other verbal or physical conduct of a sexual nature), requesting sexual favors (for e.g., making promises of favorable treatment such as job placements or training opportunities, or threats of unfavorable treatment - such as losing an internship based on sexual acts) and any form of humiliating, degrading or exploitative behavior are prohibited.

Avoid conflicts of interest

Conflicts of interest

We must avoid any relationship or activity that might impair, or even appear to impair, our ability to make objective and fair decisions when performing our jobs. At times, we may face situations where the business actions we take on behalf of [Organization Name] conflict with personal or family interests. We owe it to [Organization Name] to advance its legitimate interests when the opportunity to do so arises. We must never use [Organization Name] property or information for personal gain or personally take for ourselves an opportunity that is discovered through our position with [Organization Name].

Here are some other ways in which conflicts of interest could arise:

1. Being employed (you or a close family member) by, or acting as a consultant to, a competitor or potential competitor, supplier or contractor, regardless of the nature of the employment, while you are employed with [Organization Name].
2. Hiring or supervising family members or closely related persons.
3. Serving as a board member for another commercial organization or organization.
4. Owning or having a substantial interest in a competitor, supplier or contractor.
5. Having a personal interest, financial interest or potential gain in any [Organization Name] transaction.
6. Placing organization business with a firm owned or controlled by a [Organization Name] employee or his or her family.
7. Accepting gifts, discounts, favors or services from a customer/potential customer, competitor or supplier, unless equally available to all [Organization Name] employees.

Determining whether a conflict of interest exists is not always easy. Employees with a conflict-of-interest question should seek advice from management. Before engaging in any activity, transaction or relationship that might give rise to a conflict of interest, employees must seek review from their managers or the HR.

Gifts, gratuities and business courtesies

[Organization Name] is committed to competing solely on the merit of our products and services. We should avoid any actions that create a perception that favorable treatment of outside entities by [Organization Name] was sought, received or given in exchange for personal business courtesies. Business courtesies include gifts, gratuities, meals, refreshments, entertainment or other benefits from persons or companies with whom [Organization Name] does or may do business. We will neither give nor accept business courtesies that constitute, or could reasonably be perceived as constituting, unfair business inducements that would violate law, regulation or policies of [Organization Name] or customers or would cause embarrassment or reflect negatively on [Organization Name]'s reputation.

Accepting business courtesies

Most business courtesies offered to us in the course of our employment are offered because of our positions at [Organization Name]. We should not feel entitled to accept and keep a business courtesy. We may not use our position at [Organization Name] to obtain business courtesies, and we must never

ask for them. However, we may accept unsolicited business courtesies that promote successful working relationships and goodwill with the firms that [Organization Name] maintains or may establish a business relationship with.

Employees who award contracts or who can influence the allocation of business, or those who create specifications that result in the placement of business or who participate in negotiation of contracts, must be particularly careful to avoid actions that create the appearance of favoritism or that may adversely affect the organization's reputation for impartiality and fair dealing. The prudent course is to refuse a courtesy from a supplier when [Organization Name] is involved in choosing or reconfirming a supplier or under circumstances that would create an impression that offering courtesies is the way to obtain [Organization Name] business.

Meals, refreshments and entertainment

We may accept occasional meals, refreshments, entertainment and similar business courtesies that are shared with the person who has offered to pay for the meal or entertainment, provided that:

- They are not inappropriately lavish or excessive.
- The courtesies are not frequent and do not reflect a pattern of frequent acceptance of courtesies from the same person or entity.
- The courtesy does not create the appearance of an attempt to influence business decisions, such as accepting courtesies or entertainment from a supplier whose contract is set to expire.
- The employee accepting the business courtesy should not feel uncomfortable discussing the courtesy with his or her manager or co-worker, or having the public know about the same.

Gifts

Employees may accept unsolicited gifts, other than money, that conform to the reasonable ethical practices of the marketplace, including:

- Flowers, fruit baskets and other modest presents that commemorate a special occasion.
- Gifts of nominal value, such as calendars, pens, mugs, caps and t-shirts (or other novelty, advertising or promotional items).

Generally, employees may not accept compensation, honorarium or money from entities with whom [Organization Name] does or may do business. Tangible gifts (including tickets to a sporting or entertainment event) that have a market value greater than XXX may not be accepted without approval of the management.

Employees with questions about accepting business courtesies should speak to their managers or the HR department.

Offering business courtesies

Any employee who offers a business courtesy must assure that it cannot reasonably be interpreted as an attempt to gain an unfair business advantage or otherwise reflect negatively upon [Organization Name]. An employee may never use personal funds or resources to do something that cannot be done with [Organization Name] resources. Accounting for business courtesies must be done in accordance with approved organization procedures.

Other than our government customers, for whom special rules apply, we may provide non-monetary gifts (i.e., apparel with logo of the organization or similar promotional items) to our customers. Further, management may approve other courtesies, including meals, refreshments or entertainment of reasonable value, provided that:

- The practice does not violate any law or regulation or the standards of conduct of the recipient's organization.
- The business courtesy is consistent with industry practice, is infrequent in nature and is not lavish.
- The business courtesy is properly reflected in the books and records of [Organization Name].

Set metrics and report results accurately

Accurate public disclosures

We will make certain that all disclosures made in financial reports and public documents are full, fair, accurate, timely and comprehensible. This obligation applies to all employees, including financial executives, with any responsibility for the preparation for such reports, including drafting, reviewing, signing or certifying the information contained therein. No business goal of any kind is ever an excuse for misrepresenting facts or falsifying records.

Employees should inform the executive management and the HR department if they come to learn that the information on file or in public communication was untrue or misleading at the time of being filed, or if subsequent information is likely to affect similar filing or public communication.

Corporate recordkeeping

We create, retain and dispose of our organization records as part of our normal course of business in compliance with all [Organization Name] policies and guidelines, as well as all regulatory and legal requirements.

All corporate records must be true, accurate and complete, and organization data must be promptly and accurately entered in our books in accordance with [Organization Name]'s and other applicable accounting Attributes.

We must not improperly influence, manipulate or mislead any unauthorized audit or interfere with any auditor engaged to perform an internal independent audit of [Organization Name] books, records, processes or internal controls.

Promote substance over form

At times, we are all faced with decisions we would rather not make and issues we would prefer to avoid. Sometimes, we tend to think that a problem will go away if we avoid confronting it.

At [Organization Name], we must have the courage to tackle tough decisions and make difficult choices, secure in the knowledge that [Organization Name] is committed to doing the right thing. At times, this will mean doing more than simply what the law requires. Merely because we can pursue a course of action does not mean we *should* do so.

Although [Organization Name]'s guiding Attributes cannot address every issue or provide answers to every dilemma, they can define the spirit in which we intend to do business and should guide us in our daily conduct.

Accountability

Each of us is responsible for knowing and adhering to the values and standards set forth in this Code and for raising questions when uncertain about organizational policies. If we are concerned about standards being met or are aware of violations of the Code, we must contact the HR department.

[Organization Name] takes seriously the standards set forth in the Code, and violations invite disciplinary action up to and including termination of employment.

Confidential and proprietary information

Integral to [Organization Name]'s business success is our protection of confidential organization information as well as non-public information entrusted to us by employees, customers and other business partners. Confidential and proprietary information includes such things as pricing and financial data, customer names/addresses or non-public information about other companies, including current or potential supplier and vendors. We will not disclose confidential and non-public information without valid business purpose and proper authorization.

Use of organization resources

Organization resources, including time, material, equipment and information, are provided for organizational business use. Nonetheless, occasional personal use is permissible if it does not affect job performance or cause a disruption to the workplace.

Employees and those who represent [Organization Name] are trusted to behave responsibly and use good judgement to conserve resources of the organization. Managers are responsible for the resources assigned to their departments and are empowered to resolve issues concerning their proper use.

Generally, we will not use organization's equipment such as computers, copiers and fax machines in the conduct of an outside business or in support of any religious, political or other external daily activity, except for organization-requested support to non-profit organizations. We will not solicit contributions or distribute non-work-related materials during work hours.

In order to protect the interests of the [Organization Name] network and our fellow employees, [Organization Name] reserves the right to monitor or review all data and information contained on an employee's organization-issued computer or electronic device, the use of the Internet or [Organization Name]'s intranet. We will not tolerate the use of organization resources to create, access, store, print, solicit or send any materials that are harassing, threatening, abusive, sexually explicit or otherwise offensive or inappropriate.

Questions about the proper use of resources should be directed to your manager.

Media inquiries

[Organization Name] is a high-profile organization in our community, and from time to time, employees may be approached by reporters and other members of the media. In order to ensure that we speak with one voice and provide accurate information about the organization, we should direct all media inquiries

to the [Public Relations Executive]. No one may issue a press release without first consulting with the [Public Relations Executive].

Do the right thing

Several key questions can help identify situations that may be unethical, inappropriate or illegal. Ask yourself:

- Does my action comply with the [Organization Name] guiding Attributes, Code of Conduct and organization policies?
- Have I been asked to misrepresent information or deviate from normal procedure?
- Would I be comfortable describing my decision at a staff meeting?
- How would it look if it made the headlines?
- Am I being loyal to my family, my organization and myself?
- What would I tell my child to do?
- Is this the right thing to do?

3.12.3. Tool 12 [Sample] Anti-Sexual Harassment Policy for Interns



Instructions: For organizations. If the organization has an Anti-Sexual Harassment Policy, it will use the same for its Internship Policy. If not, it is recommended the organization modify the following sample as per local law and adopt it. The organization should share its Anti-Sexual Harassment Policy with interns before the start of the program.

Sample Policy

We all deserve to work in an environment where we are treated with dignity and respect. [Organization Name] is committed to creating such an environment because it brings out the full potential in each of us, which in turn contributes directly to our business success.

[Organization Name] is an equal employment/affirmative action employer and is committed to providing a workplace that is free of discrimination of all types and from abusive, offensive or harassing behavior. Any employee who feels harassed or discriminated against should feel safe to report the incident to his or her Manager /Mentor/Supervisor or to HR.

All [Organization name] employees are also expected to support an inclusive workplace by adhering to the following conduct standards:

- Treat others with dignity and respect always.
- Address and report inappropriate behavior and comments that are discriminatory, harassing, abusive, offensive or unwelcome.
- Foster teamwork and employee participation, encouraging the representation of different employee perspectives.
- Seek out insights from employees with different experiences, perspectives and backgrounds.
- Avoid slang or idioms that might not translate across cultures.
- Support flexible work arrangements for co-workers with different needs, abilities and/or obligations.
- Confront the decisions or behaviors of others that are based on conscious or unconscious biases.
- Be open-minded and listen when given constructive feedback regarding others' perception of your conduct.

[Organization name] will not tolerate discrimination, harassment or any behavior or language that is abusive, offensive or unwelcome.

Objective

The objective of this policy is to define workplace sexual harassment and to outline procedures for preventing incidents of sexual harassment, filing complaints, investigating sexual harassment claims and issuing appropriate disciplinary measures in case of violations.

Scope

This policy applies to all employees including interns of [Organization Name] at all locations. All workers, at every level, will be subject to discipline, up to and including discharge, for any violation of this policy. Employees are prohibited from harassing others both on and off the employer premises and during or outside of work hours. These same strictures apply to interns who are also prohibited from harassing others and may be dismissed from the internship once a complaint is investigated. All complaints will be treated with confidentiality. Response to an incident will adopt a survivor-centric approach and prioritize consent, confidentiality, safety, non-discrimination of services and respect for the complainant (survivor).

Defining sexual harassment

Sexual harassment is unwelcome conduct of a sexual nature that is persistent or offensive and interferes with an employee's job performance or creates an intimidating, hostile or offensive work environment. Sexual harassment is defined²³ as unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when, for example, a) submission to such conduct is made either explicitly or implicitly as a term or condition of an individual's employment or continuation of internship; b) submission to or rejection of such conduct by an individual is used as the basis for employment decisions affecting such individual, or c) such conduct has the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile or offensive working environment.

Sexual harassment can be physical and psychological in nature. An aggregation of incidents can constitute sexual harassment even if one incident considered on its own does not account as harassing.

Examples of prohibited conduct

Though sexual harassment encompasses a wide range of conduct, some examples of specifically prohibited conduct include the following:

- Physical assaults of a sexual nature, such as rape, sexual battery, molestation or attempts to commit these assaults, and intentional physical conduct that is sexual in nature, such as touching, pinching, patting, grabbing, brushing against or poking another employee's body.
- Unwelcome sexual advances, propositions or other sexual comments, such as sexually sexual-oriented gestures, noises, remarks, jokes or comments about a person's sexuality or sexual experience.
- Preferential treatment or promises of preferential treatment for submitting to sexual conduct, including soliciting or attempting to solicit an employee to engage in sexual activity for compensation or reward.

²³ Each country may have slightly varying definitions of sexual harassment - please include the details of that definition here as well.

- Subjecting, or threats of subjecting, an employee to unwelcome sexual attention or conduct or intentionally making performance of the employee's job more difficult because of the employee's gender.
- Sexual or discriminatory displays or publications anywhere in [Organization Name]'s workplace by the [Organization Name] employees.
- Retaliation for sexual harassment complaints.

Responding to conduct in violation of policy

Employees and interns

If an employee or intern feels that he or she is being subjected to sexual harassment, he or she may immediately inform the harasser that the conduct is unwelcome and needs to stop. If the inappropriate conduct does not stop, or if the employee is unable to or feels uncomfortable addressing the alleged harasser directly, he or she should report the incident to his or her Supervisor or to the HR director. It is helpful but not imperative to provide a written record of the date, time and nature of the incident(s) and the names of witnesses, if any.

It is important to report all concerns of sexual harassment or inappropriate sexual conduct to the HR director or a Supervisor/Manager at the earliest. The management must be made aware of the situation so that it can conduct an immediate and impartial investigation and take appropriate action to remedy or prevent the prohibited conduct from continuing.

Managers and Supervisors

Managers and Supervisors must deal expeditiously and fairly when they have knowledge of sexual harassment within their departments, even without a written or formal complaint. They must:

- Take all complaints or concerns of alleged or possible harassment seriously, no matter how minor the complaint.
- Report all incidents to HR immediately so that a prompt investigation can ensue.
- Take appropriate action to ensure safety of complainant, prevent retaliation or prohibited conduct from recurring during and after investigation or complaint.

Managers and Supervisors who knowingly allow or tolerate sexual harassment or retaliation, including the failure to immediately report such misconduct to HR, are in violation of this policy and subject to discipline.

Human resources

The HR director is responsible for:

1. Ensuring that both the individual filing the complaint (complainant) and the accused individual (respondent) are aware of the seriousness of a sexual harassment complaint.
2. Explaining [Organization Name]'s sexual harassment policy and investigation procedures to the parties involved.
3. Exploring informal means of resolving sexual harassment complaints.

4. Notifying the police if criminal activities are alleged.
5. Arranging for an investigation of the alleged harassment and the preparation of a written report.
6. Submitting a written report that summarizes the results of the investigation and making recommendations to designated organization officials.
7. Notifying the complainant and the respondent of corrective actions to be taken, if any, and administering those actions.

The HR director will determine if an in-house investigation should be conducted or if a third party must complete the investigation. All complaints involving senior management at the vice-president level or above will be handled by an external third party.

Complaint resolution procedures

Complaints should be submitted as soon as possible after an incident has occurred, preferably in writing. The HR director may assist the complainant in completing a written statement or, in the event an employee refuses to provide information in writing, the HR director will dictate the verbal complaint.

To ensure the prompt and thorough investigation of a sexual harassment complaint, the complainant should provide as much of the following information as possible:

1. The name, department and position of the person or persons allegedly committing harassment.
2. A description of the incident(s), including the date(s), location(s) and the presence of any witnesses.
3. The effect of the incident(s) on the complainant's ability to perform his or her job, or on other terms or conditions of his or her employment.
4. The names of other individuals who might have been subject to the same or similar harassment.
5. What steps, if any, the complainant has taken to try and stop the harassment.
6. Any other information the complainant believes to be relevant to the complaint.

Discipline

Employees who violate this policy are subject to appropriate disciplinary action. If an investigation results in a finding that this policy has been violated, the mandatory minimum discipline is a written reprimand. The disciplinary action for very serious or repeat violations is termination of employment. Persons who violate this policy may also be subject to civil damages or criminal penalties.

Confidentiality

All complaints and investigations are treated confidentially to the extent possible, and information is disclosed strictly on a need-to-know basis. The identity of the complainant is usually revealed to the parties involved in the investigation and the HR director takes adequate steps to ensure that the complainant is protected from retaliation during and after investigation. All information pertaining to a sexual harassment complaint or investigation is maintained in secure files within the HR department.

Other available procedures

The procedures available under this policy do not pre-empt or supersede any legal procedures or remedies otherwise available to a victim of sexual harassment under local, state or federal laws.

Administration

This policy will be administered through [Organization Name]'s HR director.

3.12.4. Tool 13 [Example] A US Local Government Law to Protect Interns from Workplace Harassment and Discrimination



Instructions: For both organizations and interns. This is an example of a local government's law protecting interns from workplace harassment and discrimination in the United States. We understand that currently not many South Asian governments have this type of law, but you may still want to understand it.

Example Local Policy



Substitute Senate Bill No. 428

Public Act No. 15-56

AN ACT PROTECTING INTERNS FROM WORKPLACE HARASSMENT AND DISCRIMINATION.

Be it enacted by the Senate and House of Representatives in General Assembly convened:

Section 1. (NEW) (*Effective October 1, 2015*) (a) For purposes of this section:

- (1) 'Employee' means any individual engaged in service to an employer in a business of such employer and receives compensation for such service;
- (2) 'Employer' means any person engaged in business in the state, including the state and any political subdivision thereof, that provides a position for an intern;
- (3) 'Intern' means an individual who performs work for an employer for the purpose of training, provided (A) the employer is not committed to hire the individual performing the work at the conclusion of the training period; (B) the employer and the individual performing the work agree that the individual performing the work is not entitled to wages for the work performed; and (C) the work performed (i) supplements training given in an educational environment that may enhance the employability of the individual, (ii) provides experience for the benefit of the individual, (iii) does not displace any employee of the employer, (iv) is performed under the supervision of the employer or an employee of the employer, and (v) provides no immediate advantage to the employer providing the training and may occasionally impede the operations of the employer;
- (4) 'Person' means one or more individuals, partnerships, associations, corporations, limited liability companies, business trusts, legal representatives or any organized group of persons; and

(5) 'Sexual harassment' means any unwelcome sexual advances, requests for sexual favors or any other conduct of a sexual nature when (A) submission to such conduct is made either explicitly or implicitly a term or condition of an intern's internship; (B) submission to or rejection of such conduct by an intern or an individual seeking an internship is used as the basis for workplace decisions affecting such intern or individual; or (C) such conduct has the purpose or effect of substantially interfering with an intern's work performance or creating an intimidating, hostile or offensive working environment.

(b) No employer or agent of an employer shall:

(1) (A) Refuse to hire any individual seeking an internship or allow any intern to work; (B) bar or discharge any intern from providing internship services; or (C) discriminate against such intern in terms, conditions or privileges of service to the employer, because of the intern's race, color, religious creed, age, sex, gender identity or expression, sexual orientation, marital status, national origin, ancestry, present or past history of mental disability, intellectual disability, learning disability or physical disability, including, but not limited to, blindness;

(2) Advertise any internship opportunity in a manner that would (A) restrict such internship to; or (B) discriminate against, individuals of a certain race, color, religious creed, age, sex, gender identity or expression, sexual orientation, marital status, national origin, ancestry, present or past history of mental disability, intellectual disability, learning disability or physical disability, including, but not limited to, blindness;

(3) Discharge, expel or otherwise discriminate against an intern because such intern has opposed any discriminatory employment practice or because such intern has filed a complaint or testified or assisted in any proceeding under section 46a-82, 46a-83 or 46a-84 of the general statutes; or

(4) Engage in any sexual harassment toward any intern or individual seeking an internship.

(c) The provisions of subdivisions (1) and (2) of subsection (b) of this section shall not apply in the case of a bona fide occupational qualification or need.

Sec. 2. Subdivision (8) of section 46a-51 of the general statutes is repealed and the following is substituted in lieu thereof (*Effective October 1, 2015*):

(8) 'Discriminatory practice' means a violation of section 4a-60, 4a-60a, 4a-60g, 46a-58, 46a-59, 46a-60, 46a-64, 46a-64c, 46a-66, 46a-68, 46a-68c to 46a-68f, inclusive, or 46a-70 to 46a-78, inclusive, subsection (a) of section 46a-80 or sections 46a-81b to 46a-81o, inclusive, or section 1 of this act;

Approved June 19, 2015

Source: <https://www.cga.ct.gov/2015/act/pa/2015PA-00056-R00SB-00428-PA.htm>



3.12.5. Tool 14 [Reading Material] What Bystanders Can Do

Instructions: For both organizations and interns. Please utilize this reading material in anti-sexual harassment training for all employees including interns.

Why bystander intervention matters

Preventing sexual harassment is everybody's responsibility. An engaged bystander is someone who lives up to that responsibility by intervening before, during or after a situation when they see or hear behavior/s that threaten, harass or otherwise encourage sexual violence.

The behaviors that make up sexual violence exist on a spectrum. While some behaviors – such as sexist jokes, inappropriate sexual comments, innuendos, catcalling, or vulgar gestures – are not illegal, this does not make them any less threatening or harmful to the person experiencing them. These situations also take place across a range of locations and settings – often in public spaces, workplaces, schools, communities and online. All of us must raise our voices to demonstrate that these behaviors will not be tolerated.

Understand how privilege positions you to speak up

Your age, race, gender, etc. may make it safer for you to speak up and be vocal about harassment – especially when you are not the target or representative of the target group.

What you can do if you witness workplace sexual harassment

As a bystander or witness to harassment, you can play an essential role in supporting the person targeted by harassment. The following tools can be used when you witness harassment in a variety of settings, including sexual harassment in the workplace:

Consider an immediate intervention to support someone who is being harassed.

The Five D's developed by *the Hollaback! movement and the bystander program Green Dot* provide bystanders with a range of options to respond to witnessing harassment regardless of where it takes place. It may not be safe or effective to directly confront the harasser in every case, but there is a range of other ways in which bystanders can be involved before, during or after a situation.

Below are some intervention tips and strategies:

1. **Direct:** If you feel that directly addressing harassment is safe and may be effective, you can confront the harasser and call out the behavior. Let them know you find their behavior inappropriate, intimidating or hostile, and ask them to stop. This approach may escalate the situation, so consider whether you and the person being harassed are safe and whether you believe the person being harassed wants someone to speak up.
 - You need to stop.
 - That is so inappropriate.

- What you just said made me feel uncomfortable. Here is why...
 - Do you realize how problematic that is?
 - We need to talk about what you just said.
 - Why would you say that?
2. **Distract:** You can stop an incident by simply interrupting it. Rather than focusing on the aggressor or action, this subtler intervention allows you to engage the person being targeted through a distraction – ask a question, start an unrelated conversation, physically interrupt the incident or find a reason to call the person out of that space.
 3. **Delegate:** Find an appropriate third party to intervene, such as a supervisor, HR officer, security officer or another colleague.
 - I know you are a better person than that.
 - Are you hearing what I am hearing?
 - I cannot be the only one who thinks this is not OK.
 1. **Delay:** If you are unable to or choose not to intervene in the moment, you can still support the person who has been harassed later. You can offer acknowledgement and empathy and can ask if the person needs additional support, resources or documentation of the incident. Let the person know that what has happened to him/her is not his/her fault. You can also confront the harasser later and let him/her know that you found the behavior inappropriate.
 - I do not see how XYZ is relevant or appropriate to this situation.
 - I saw what they just did. Are you OK?
 - I heard what that person said to you. I am so sorry.
 4. **Document:** Depending on the circumstances and if other interventions are more urgent, it may be most helpful to document what you are witnessing. If you can record an incident or jot down details, be sure to follow up with the targeted individual and ask what he/she would like done with the documentation; do not share it without consent.

Note: At a workplace, it is important to consider whether you should ensure that someone in Human Resources or a Supervisor is aware of the incident and that the individual who was harassed feels safe and protected from recurring harassment or retaliation. As a bystander, you should follow the lead of the person who has been harassed and seek their permission before sharing details or reporting an incident; strategies provided below may be helpful.

Practise being proactive

Practise with your colleagues, friends and family what you would say and how you would say it if you are ever in a situation where you need to confront a harasser. Think of how you would like others to act on your behalf or reflect on a situation where you wish you had acted differently.

Source: National Partnership for Women and Families, Know Your Rights: Witnessing Sexual Harassment at Work, Edited The National Sexual Violence Resource Center (NSVRC), TIP SHEET, Bystander Intervention Tips and Strategies, Edited

3.12.6. Tool 15 [Sample] Interns' Multiple Response Options/Procedures to Sexual Harassment



Instructions: For both organizations and interns. The organization should provide multiple-response options to the interns since many of them may not want to file a complaint. Use this sample to define the organization's options for interns. Once the organization defines the intern's multiple response options, it should share the same with them.

What to do if you are being sexually harassed

Currently, many universities/colleges provide their own anti-sexual harassment policy in an internship, especially when the internship program is mandated for credit. Make sure if the **university/college** has it and what the policy says. Even though the school does not have it, they may be able to help you.

"Even in the wake of #MeToo, there's no clear-cut "right" way to respond to sexual harassment," sociologist Marianne Cooper writes. Here is how to make an informed decision about what to do:

1. Document everything

Regardless of reporting it or not, it is important to document everything. Write down details such as:

- The date, time, and location of the harassment, what happened, what was said and who witnessed the behavior.
- Keep copies or take screenshots of relevant emails, texts, photos or social posts.
- Tell a trusted friend, family member or co-worker what happened and write down the details of those conversations. Not only can they provide support, they may also be able to provide corroborating statements should you need them.
- Keep records related to your productivity and job performance and, if possible, review your performance report or personnel file. This is evidence should your performance ever be disputed.
- Store all documentation outside your office or your work computer and make sure it is backed up in a safe place.
- Keep in mind: Secretly recording harassment can provide valuable evidence but check your state's laws before you do so. In some states, it is illegal to record a conversation without consent. Some organizational policies also prohibit recording.

2. Assess the situation

When figuring out what to do in response to sexual harassment, ask y the following questions:

- **Do you need immediate support and what are your sources of support?** Facing sexual harassment is a traumatic experience. Know the immediate support you need. If you need services, reach out for help. Given the emotional and financial toll that sexual harassment can take, make an inventory of your sources of support. Do you have family and friends who can support you? Do you

have enough resources to get by if you must leave your internship program? Also, think about the support you have in the internship program – such as your academic institution may provide. Do you have a good working relationship with someone who is in a senior role? Do you have co-workers who would back you up or might come forward with you? Know that you can avail psychosocial counseling services, medical aid, shelter and legal aid services through trusted organizations.

- **What result do you want?** While some may want their harasser fired, others may just want the harassment to stop and to move to a new role or group. Knowing the result will shape your course of action.
- **How seriously does your organization take sexual harassment?** Do the organization's leaders regularly state that sexual harassment is not allowed? If so, then this may indicate that your complaint will be taken seriously. If you work in a place where bad behavior is common, however, you may be reluctant to come forward — and for good reason. Sexual harassment is not only more likely to occur in workplaces with a permissive culture, but people who report sexual harassment in such workplaces are also [less satisfied](#) with the outcome.
- **Does your university/college have an Anti-Sexual Harassment Policy for an internship?** Currently, many **universities/colleges** provide their own anti-sexual harassment policy for an internship, especially when the internship program is mandated for your **university/college** credit. Make sure if the **university/college** has one and what it says. Even if the **university/college** does not have a policy, it may still be able to help you.
- **What does your organization policy say?** Read everything you can about your organization's sexual harassment policy. Make sure you understand what the policy is, what interns/ employees are expected to do if they experience or witness harassment, and how to go about reporting it internally. If you do report, you should follow the guidelines carefully unless of course you cannot do so — if, for example, the harasser is the person you are supposed to report it to.
- **Are you a paid intern or an unpaid intern?** The nature of your internship could impact your legal options. Educate yourself on the specifics of your situation: Paid interns are legally considered employees of the organization they are employed by, and employers must take reasonable steps to prevent harassment from occurring in the workplace. Unpaid interns might not legally qualify as an employee of the organization, and legal rights differ by state. Employment status might be determined by whether the intern received compensation (not limited to monetary compensation).
- **Do you have an N.D.A.?** It is important to understand if your [Internship agreement](#) contains a non-disclosure or no-disparagement agreement, which means you can face legal consequences if you publicly disparage the organization. These agreements are often used to threaten victims into silence.

3. Take action

Remember: You are the resident expert of your own situation, so trust your intuition. Here is a range of options you can pursue.

- **Stay the course.** Many women feel like they cannot report harassment, or do not want to, because of legitimate concerns about pushback or retaliation. However, you need to understand that the harasser knows that an internship is a short-term program and that is why it has happened. Even if you choose not to bring it up, keep documenting everything so you have a record of events.
- **Tell the harasser to stop.** Do this either as it happens or during a conversation later. Be clear and specific about the behavior making you uncomfortable. Research shows that confronting the harasser directly

sometimes puts a stop to the harassment. It is also useful from a legal perspective to be able to state that you made it clear to the harasser that you wanted the behavior to stop. If you feel that you are not able to confront the harasser directly, reach out to other designated individuals or your sources of support. Know that there are mechanisms, people and organizations to support people in such situations.

- **Build solidarity.** Connect with others who you think might have been mistreated or harassed at work. Support one another and consider coming forward together. When several people attest to a pattern of behavior by the harasser, it is harder to dismiss the allegation/s.
- **Talk to your educational institution's faculty coordinator (if you have).** Even if you do not want to file a lawsuit, talk to your school's faculty coordinator (Internship Coordinator, Career Services office, Faculty Advisor, or other school advisor/councilor). They might help you resolve the situation.
- **Talk to a lawyer.** Even if you do not want to file a lawsuit, it might be useful to talk to a lawyer who specializes in internship and employment law to help you understand your options better. Consultations are confidential and many organizations offer financial aid. To find a lawyer, use the Internet search and find a lawyer who can work for interns in your country and region.

4. Making a claim

If you decide you do want to move forward with a claim, here are a few things to think about:

- **Follow your educational institution's suggestions (if any).** Once you consult with your school faculty coordinator, they may provide you with several options. Your school may intervene to resolve the situation with the employer, so that you do not need to speak to the harasser directly. In many cases, the intern wants to complete the internship program.
- **Follow your organization's procedures (if any).** This demonstrates that you took the steps your employers deemed necessary to make them aware of the harassment. You may also want to consider writing a detailed account of your harassment and sharing it with HR or other Supervisors through an email, which will serve as a date and time record. This ensures that you convey all relevant details and establish the fact that your employer was made aware of the harassment.
- **Consider going to a senior leader or HR.** If your employer does not have a harassment policy, or if the person you are supposed to report the problem to is the one harassing you, consider going to another senior leader or someone in HR. If this is not possible, you can file a complaint directly with the Equal Employment Opportunity Commission. The E.E.O.C is the federal agency that enforces civil rights laws barring workplace discrimination.
- **Filing with the E.E.O.C.**// additional explanation about this procedure, if any //
- **Going public.** Some people decide to go public with their stories, whether by writing a [blog post](#) like Susan Fowler, a former Uber engineer, or by going to the press, [like many of Harvey Weinstein's accusers](#). But there are other things to consider. Make sure you are not speaking out in violation of a nondisclosure or confidentiality agreement — and if you are, you are prepared for the risks. You may be targeted with defamation lawsuits.

If you need help, consider reaching out to your school, friends, family for support and guidance to reporting and overcoming impact of the sexual harassment and assault.

3.13. Attribute 13. Ensure that Supervisor/Mentor Is Well Prepared to Host Interns



The intern's Supervisor/Mentor have lots of preparation to receive interns, in order to make the internship program successful (see Attribute [3. Identify an Intern's Supervisor and Mentor](#)).

1. Confirm material resources for Interns

The organization or hiring department provides several material resources to enable an intern to succeed, working on this together with the organization's Internship Coordinator. You should allocate time to plan for the availability and acquisition of these resources so that the intern can begin work upon arrival. Planning in advance and providing these materials will allow the intern to start on the right foot. Please see [Tool 16 \[Checklist\] Intern's Work Environment Materials](#).

2. Conduct training for the Supervisor/Mentor

Probably, the organization's Internship Coordinator provides this training to identified Supervisors/Mentors. This clarifies roles and responsibilities for creating a safe and high-quality experience for interns. If the Supervisor/Mentor has not supervised/mentored an intern before, this training about primary supervision and guidelines may be particularly useful for the Supervisor/Mentor.

Participants should receive guidance for creating a "youth-friendly" workplace, on working with young people from diverse cultural backgrounds and on characteristics of youth development. The training should also emphasize the importance of setting good boundaries and keeping interns on track using a Workplan.

- We have drafted the Supervisor/Mentor's orientation agenda. Please utilize [Tool 17 \[Sample\] Training Content for Supervisor/Mentor to Host Interns](#).
- These reading materials help the Supervisors/Mentors work more successfully with youth – [Tool 21 \[Reading Material\] Core-Competency Skills that Interns Can Develop through Internship Program](#) and [Tool 19 \[Reading Material\] Tips on How You Can Work Better with Young People](#)

3. Check the organization's Internship Handbook

An Internship Handbook is a good way to provide the intern with answers to frequently asked questions in advance, especially when the Supervisor/Mentor has limited time. The organization's Internship Coordinator prepares the Internship Handbook, so that all interns in the organization can utilize this. You may also want to include the organization's information in the form of newsletters, annual reports, an organization chart or memos from the CEO.

It would be a good idea to give this handbook to the intern before their first day at work. Ask them to read it through before DAY 1.

- We drafted the sample table of contents. Please use [Tool 20 \[Sample\] Table of Contents for the Organization's Internship Handbook](#)

4. Provide orientation materials to the intern before the start of the internship

As one of the preparations before the internship, you may want to ask the interns to complete some homework. The following are our recommendations:

1. Watch “WePOWER Internship Program Video for Interns”.
2. Read the organization’s Internship Handbook.
3. Research about the organization by themselves.
4. Fill in the form of intern’s expectation and interests. It includes their Core-Competency Skills self-assessment. The intern brings this paper to the first day’s orientation.
 - [Tool 21 \[Reading Material\] Core-Competency Skills that Interns Can Develop through Internship Program](#)
 - [Tool 22 \[Template for Interns\] Intern’s Expectations and Interests Form with a Core-Competency Skill](#)
5. Whatever you think the intern should prepare for the first day

5. Notify staff prior to intern’s arrival

Inform everyone in the team about the intern’s start and end date and the specific role/workplan the intern will focus on and under whom. Also, inform the team of the intern’s full schedule under the structured internship program, including participation in training, site visits, opportunities to network with professionals, evaluation and a final reception.

Consider introducing your intern through a newsletter, email or other forms of communication and include a picture with a short bio.

- ✓ Get the intern’s short bio and face image
- ✓ Confirm the intern’s work assignment (Job Description or ToR) and the start/end days
- ✓ Check the place where he/she sits in the office
- ✓ Decide how to introduce the intern to the team. By email? By newsletter? At a team meeting? Or another way?

3.13.1 Tool 16 [Checklist] Intern's Work Environment Materials



Instructions: For organizations. The assigned Supervisor/Mentor can use this checklist to confirm if all the intern's work environment materials are ready.

Materials for interns	Did you confirm?	Note
Adequate workspace: cubicle, office, desk and chair – or could be online (work-at-home) work environment	<input type="checkbox"/>	
A computer with software/s installed	<input type="checkbox"/>	
An e-mail account	<input type="checkbox"/>	
A budget to enter the organization's facilities	<input type="checkbox"/>	
A telephone extension	<input type="checkbox"/>	
Voice mailbox	<input type="checkbox"/>	
General office supplies: pens, pencils, tape, stapler, paper clips	<input type="checkbox"/>	
The organization's Internship Handbook – provided by the Internship Coordinator	<input type="checkbox"/>	
Notify staff prior to intern's arrival – the intern's name ideally with a face picture, his/her job assignment, his/her workstation, the Supervisor/Mentor, etc.	<input type="checkbox"/>	
Homework for the interns before DAY 1 – the Supervisor/Mentor defines.	<input type="checkbox"/>	
1. Watch "WePOWER Internship Program Video for Interns"	<input type="checkbox"/>	
2. Read the organization's Internship Handbook	<input type="checkbox"/>	
3. Research about the organization by themselves	<input type="checkbox"/>	
4. Fill in the form of intern's expectations and interests - Tool 22 [Template for Interns] Intern's Expectations and Interests Form with a Core-Competency Skill	<input type="checkbox"/>	

3.13.2. Tool 17 [Sample] Training Content for Supervisor/ Mentor to Host Interns



Instructions: For organizations. Training for Supervisor/Mentor's is essential before they host interns. The following is a sample Supervisor/Mentor's training agenda – including Anti-Sexual Harassment Training for Supervisor/Mentor. Please modify the agenda items as per the organization's needs. The Internship Coordinator would be best suited to deliver the training to the Supervisors/Mentors.

Sample of content that should be covered:

1. **Watch “WePOWER Internship Program Video for Supervisors and Mentors”**

2. **Verify relevant policies and procedures:**

- The Organization's Internship Policy
 - [Tool 2 \[Template\] Internship Policy for an Organization \(Employer\)](#)
- Code of Conduct
 - [Tool 11 \[Sample\] Code of Conduct](#)
- Anti-Sexual Harassment Policy
 - [Tool 12 \[Sample\] Anti-Sexual Harassment Policy for Interns](#)
- Workplace safety, Confidentiality, Equity, etc.
- Check the Academic Institution's Policies if they have

3. **Anti-Sexual Harassment Training for Supervisor/Mentor by a manager**

See [Attribute 12. Activate Anti-Sexual Harassment Measures and Intern's Multiple Response Options](#)

- Understand how vulnerable interns are at a workplace
- What bystanders can do: See [Tool 14 \[Reading Material\] What Bystanders Can Do](#)
- Intern's multiple options to response: See [Tool 15 \[Sample\] Interns' Multiple Response Options/ Procedures to Sexual Harassment](#)

4. **Check all intern's materials are ready**

- Confirm the list [Tool 16 \[Checklist\] Intern's Work Environment Materials](#)

5. **How you can work better with young people**

- Read [Tool 18 \[Reading Material\] Understanding Youth Development Framework](#)
 - Why interns often feel left out
 - A word about the millennials
 - Understand characteristics of youth development
 - How to be a great supervisor/mentor to your intern

- Handling difficult situations
- Check mentoring best practices

✓ **Work with a pair: First Mentor experience**

Share in pairs and introduce partner to the group if people are not acquainted

- What was best about the experience?
- What do you wish might have been different?
- “What I believe a mentor does is...;”
- “What I most want my intern to get out of our partnership is...because...;”
- “What I want most to get out of my mentoring experience is...because...;”
- “An asset I bring to mentoring is... Therefore I...”

✓ **Work with a group: Defining the Mentor’s role**

- Establishing good boundaries
- Accountability, confidentiality, appropriate boundary policies
- Creating the internship Workplan
- Using the Workplan to stay on track
- Conducting regular meetings
- Providing mid- and end-of-internship evaluations

6. **Supervisors/Mentors’ questions and concerns (15 minutes)**

7. **Understand Performance Management Process for interns**

- Read [Tool 21 \[Reading Material\] Core-Competency Skills](#) to understand the kind of skills that interns strengthen through the internship program.
- Attribute [15. Develop the Intern’s Workplan and Set Deliverables and Milestones with the Intern \(As Per ToR\)](#). It needs “measurement” of their achievements.
 - [Tool 26 \[Template\] Intern’s Workplan and Deliverables](#)
 - [Tool 27 \[Reading Material\] S.M.A.R.T Goal-Setting Guide](#)
- Attribute 16. Listen to the Interns and Arrange for Regular Supervisor/Mentor’s Feedback
 - [Tool 29 \[Template for Interns\] Checking in with Your Supervisor/Mentor](#)
 - [Tool 30 \[Template for Interns\] Weekly Activity Report](#)
- Attribute 20. Review Intern’s Performance and Intern’s Deliverables (Evaluation)
 - [Tool 32. \[Template for Interns\] Evaluation Self-Assessment Form, Mid and/or End of the Internship](#)
 - [Tool 33 \[Template\] The Supervisor/Mentor’s Assessment Form to the Intern’s Performance, Mid-term of the Internship](#)
 - [Tool 34 \[Template\] The Supervisor/Mentor’s Assessment Form to the Intern’s Performance, End of the Internship](#)

- Also, please note that the interns will evaluate the internship program.
 - [Tool 35 \[Template for Interns\] Intern's Satisfaction Survey about the Internship Program](#)
 - [Tool 36 \[Template\] WePOWER Internship Program Key Indicators](#)

8. Check the intern's work assignment

- The organization's Internship Handbook
- Signed Internship Agreement
 - [Tool 7 \[Template\] Internship Agreement \(1\) - Between Three Parties: Intern, Organization, and Academic Institution](#), or
 - [Tool 8 \[Template\] Internship Agreement \(2\) - Between Two Parties: Intern and Organization](#)
- Job description (ToR), Start/End Days
 - [Tool 4 \[Template\] Job Description \(ToR\) of an Internship Position in the Energy Sector](#)
- Check when and how to develop the intern's Workplan with the Intern
- How you support the intern to complete the assigned job
- Evaluation Plan

9. Confirm Week #1 activities

- Check the intern's homework before arrival. Including:
 - [Tool 22 \[Template for Interns\] Intern's Expectations and Interests Form with a Core-Competency Skill](#)
- DAY1 Well-Prepared orientation
 - [Tool 23 \[Sample\] The First Day Orientation Agenda](#)
- Week #1 Activities
 - [Tool 25 \[Checklist\] Checklist for Week #1 for Interns and Supervisor/Mentor](#)
- Anti-Sexual Harassment Training and Quick Safety Training
 - [Tool 24 \[Sample\] Anti-Sexual Harassment Training Agenda for Interns](#)
 - [Attribute 18. Allow Interns Access to Relevant Training for Entry-Level Staff](#)

10. Review the intern's entire calendar

- The calendar will include not just the intern's Structured Program - each activity's date and duration - but also the work assignment's deliverables, milestones, regular scheduled meetings with the intern and evaluation dates.
 - Interns will develop this receiving the Supervisor/Mentor's support
 - [Tool 28 \[Template for Interns\] Work Schedule Calendar Form](#)
- The Supervisor/Mentors can support intern's networking opportunities. See [Attribute 17. Support Interns' Professional Networking Opportunities](#).
 - [Tool 31 \[Reading Material for Interns\] Maximize Your Networking Opportunities During the Internship](#)

11. Final feedback and evaluation for the Supervisors/Mentors' Orientation

3.13.3. Tool 18 [Reading Material] Understanding Youth Development Framework



Instructions: For organizations. The following information about Youth Development Framework is useful to prepare the Supervisors/Mentors to receive interns.

Understanding Youth Development Framework – ‘Youth Development Supports and Opportunities’

More than 50 years of youth development research has identified “Building Blocks for Learning”²⁴ (a development roadmap of children/students/youth) or conditions (called “supports and opportunities”) that contribute to developing the youth into self-sufficient, caring and contributing adults. It would be helpful to understand these “Youth Development Supports and Opportunities” in stretching the intern’s capacities.

The following are the five critical points of the “Youth Development Supports and Opportunities” related to internships²⁵ (see Figure 3.13.1). The WePOWER Internship Program carefully integrates the youth development framework to inform the Key Attributes for the internship program. The following figures (see Figure 3.13.2) show each “Supports and Opportunities” stage with its overview.

Figure 3.13.1: Selected Youth Development Supports and Opportunities related to internships



Source: Creating a Youth-Friendly Workplace: [An Employer's Guide to Building a Quality Internship](#), Sacramento Employment and Training Agency, Youth Employment and Training Program, Edited

²⁴ Turnaround for children, [Building Blocks for Learning](#)

²⁵ Sacramento Employment and Training Agency, Youth Employment and Training Program, [Creating a Youth-Friendly Workplace: An Employer's Guide to Building a Quality Internship](#)

Figure 3.13.2: Youth Development Supports and Opportunities

3.1. Emotional and Physical Safety	
<p>Overview: Young people can be unaware of proper workplace behavior, boundaries and expectations that are not made explicit. Therefore, when introducing interns to the workplace, it is vital to set a warm tone while clearly defining roles, setting expectations and establishing boundaries. A well-prepared orientation can set the conditions for a safe and positive experience for the intern.</p>	<p>Quick Tips</p> <ul style="list-style-type: none"> • Orient the interns to the workplace and introduce them to co-workers. • Employees call the interns by names. • Provide reliable equipment and demonstrate how to use it safely. • Know and uphold sexual/racial harassment policies. • Identify space for the intern to work that is their own. • Explain expectations regarding breaks, lunch, appropriate behavior, etc.
3.2. Relationship Building	
<p>Overview: Building a positive working relationship with the interns will increase productivity from the start. The intern should have at least one caring adult, the Supervisor/Mentor, who meets them regularly to address questions and concerns. An employer working with an intern gives the latter an excellent opportunity to model appropriate boundaries and respectful communication, and also demonstrate a sense of enjoyment for work. The intern will take cues from the Supervisor/ Mentor and others in the workplace regarding what is or is not acceptable. Internships are most successful when employers leverage their unique expertise with workplace guidance that supports the young person's development.</p>	<p>Quick Tips</p> <ul style="list-style-type: none"> • Always model respectful communication and appropriate boundaries. • Create opportunities for the intern to observe/learn professional behavior. • Be sensitive to the individual realities of interns, including youth with disabilities, from different countries, or those who speak other languages.
3.3. Youth Participation and Voice	
<p>Overview: Take time to listen to the interns. Ask them about their interests and, together, set expectations for the internship. Share something about yourself, like how you got into your career or previous jobs that you have held. Identify projects that might fit well with the intern's interests. Interns thrive when they get a sense of the "big picture" and input their work. They like to be productive, not simply observe the workplace or do menial tasks.</p>	<p>Quick Tips</p> <ul style="list-style-type: none"> • Learn about the intern's interests and expectations for the internship. • Develop a workplan with the intern to guide the experience. • List tasks that are expected of the intern and define the skills those tasks will help develop or enhance. • Take regular feedback from the intern about the internship experience.

3.4. Skills Development

Overview: The interns consider the Core-Competency Skills relevant to the profession –such as problem-solving; oral and written communication; teamwork and leadership; creativity; time-management; and social responsibility – before joining the internship. The Supervisor/Mentor will confirm tasks that allow the intern to develop these skills. Regular feedback guides the interns into increasingly challenging duties and responsibilities. Finally, review the intern’s Core-Competency Skills development at the end of the internship, reflecting upon growth areas.

Quick Tips

- Discuss Core-Competency Skills critical to the intern’s professional/ career field.
- Define assignments incrementally, including building these skills and confidence as well as the interns’ interests.
- Provide a variety of activities and scaffold the interns so they can take on more challenging tasks as the internship progresses.

3.5. Community Engagement

Overview: The organization could be the source of inspiration that ignites the interns’ passion and lifelong involvement in civic activities. Consider how the organization contributes economically and socially to local and global communities. Allow the interns to learn what the organization values through committee work, discussions with staff, and, if available, organization-sponsored community service projects. These opportunities are often overlooked.

Quick Tips

- Provide brochures and other materials that explain the organization’s values.
- Discuss how the organization contributes economically and socially to the local and global communities.
- Involve interns in an organization-driven community-service project.

3.13.4. Tool 19 [Reading Material] Tips on How You Can Work Better with Young People



Instructions: For organizations. The following are some tips on working with young people. Take time to read them before receiving interns. You may want to find more resources through the Internet.

Why interns often feel left out

Interns are more likely to feel excluded at the workplace, especially when they see other team members bonding through the workday. As a manager, here is what you need to know to create a better team-building experience.

1. They are considerably younger

Since interns are much younger than average employees, they are more likely to feel left out. A corporate establishment is a drastic change from the type of work they are used to in college. Similarly, interns are less likely to have interacted with older individuals on a corporate scale. This can cause a lot of intimidation and interns may feel out of place.

2. They are nervous

Adding to the age gap is the fact that many interns feel intimidated by and nervous about the fast pace of corporate work. They may not be familiar with corporate jargon, corporate social skills, technical skills or tools. This can lead to them feeling awkward or uncomfortable around the workplace or on video meetings. Awkwardness often results in hesitation to speak up and you could end up missing out on some valuable input.

If you are dealing with nervous or introverted interns, see how you can engage them with easy activities. It may be as simple as creating a WhatsApp group or scheduling a video call over Microsoft Teams or Skype. For remote employees, try virtual team-building games to loosen up those nerves.

3. There is a corporate gap

Since there is an obvious age and skill-set gap, employees may less likely interact with interns. This means that interns lose out on valuable advice and insight. In addition, they may feel left out of the in-group at corporate circles. Since they do not get to interact meaningfully with management, they may be put off from pursuing employment at the said workplace.

4. They do not get 'meaningful' work

Since interns are at their first foray into the corporate workplace, they may not be given important, high-stakes tasks. This can be off-putting, especially because most interns are young and full of energy. Not giving them meaningful work can also lead to dissatisfaction and disinterest. This can be rectified by including them in team-building sessions. They will develop a sense of community and belonging when they see themselves as part of the corporate unit.

5. They are underpaid or not paid at all

Some internships may be unpaid while some may not offer an attractive pay grade. Regardless of the amount, interns are still the least paid at the workplace, which may lead to a sense of alienation. By including them in team-building sessions, you can show that their time at the workplace is valued.

*Source: <https://www.letsroam.com/team-building/resources/team-building-activities-for-interns/>

Understand characteristics of youth development

The following are examples of Workplace Strategies to help you work successfully with young people. Setting good workplace boundaries is essential to preventing misunderstandings since the “judgement center” of a young person’s brain is still forming.

Table 3.13.1: Workplace Strategies with young people

Common young people characteristics	Workplace Strategy
Interested in a sense of independence	<ul style="list-style-type: none"> • Make the intern accountable for his or her work.
Upfront about what he or she wants	<ul style="list-style-type: none"> • Involve the intern in project development. • Ask the intern about his or her interests.
Appreciates fairness and truth	<ul style="list-style-type: none"> • Be frank, honest and non-judgemental.
Wants to do well, but does not know how to	<ul style="list-style-type: none"> • Be friendly and clear. • Discuss project activities and/or organization expectations in advance. (e.g., objectives, agenda and dress code)
Prefers involvement in multiple activities	<ul style="list-style-type: none"> • Involve the intern in a variety of tasks.
Undeveloped time-management skills	<ul style="list-style-type: none"> • Assign due dates, review timelines. • Model and explain time-management skills. • Have the intern keep a project journal or timesheets.
Lacks self-direction	<ul style="list-style-type: none"> • Check with the intern to ensure he or she is clear on what is expected. • Help set goals; the Supervisor/Mentor may be able to help.
Knows everything; influenced by peers	<ul style="list-style-type: none"> • Elicit and respect the intern’s ideas. • Provide alternative suggestions and share reasoning.
Learns in short intervals	<ul style="list-style-type: none"> • Give new information in small steps. • Provide opportunities for the intern to practise and reinforce what he or she is learning.
Has already had jobs	<ul style="list-style-type: none"> • Explore skills the intern already has and look for ways to enhance and build on them.

*Matrix adapted from *Northwest National Leadership Training: Successful Strategies for Employers* by the Mid-Willamette Education Consortium.

How to be a great Supervisor/Mentor to your intern?

Having an intern is a wonderful opportunity to show the ropes to an aspiring young people who is looking to learn from the Supervisor/Mentor. You offer the intern chances to reflect on their own success, pass along their advice and counsel and play a role in developing the next generation of workforce.

Interns are excited to help the Supervisor/Mentor professionally, not only gaining hands-on experience and/or earning school credit. Below are some expert suggestions on how to be a great mentor to an intern.

1. Share clear expectations

Clearly defining the intern's role and responsibilities encourages interns. Developing the intern's Workplan together at the beginning of the internship program pays big dividends. The Workplan helps outline what the intern will be doing. In addition, a Workplan provides a good vehicle for time management. If interns know the scope of what they are asked to work on in combination with the timeframe, it helps the interns allocate the appropriate amount of time to everything they need to get done.

2. Encourage them to share their ideas

It is not enough to let your intern sit in meetings; whether it is with a client or with team members, call on them during the meetings and ask their thoughts on the subject in discussion. Ask them to contribute ideas to solve certain problems and be ready to assist them to convey their message in a more comprehensive manner whenever necessary.

3. Entrust them with a special project

Find a project that can be rebooted with the help of an eager intern. Giving an intern ownership of something long-term and specific will give them an incredible learning opportunity and you a tangible outcome.

4. Strive to be someone the intern can learn from

Be both a leader and a role model to your interns. Take time out to answer questions and teach skills that are in demand in the marketplace or industry. The intern should be able to confide in the Supervisor/Mentor for guidance on both personal and professional growth.

Supervisor/Mentor strategies for internship success

Keep a watchful eye

Watch for signs of boredom or indifference. Try to create opportunities and experiences that foster discovery of new ideas and development of new skills.

Ask open-ended questions

Check periodically to see how well and how much the intern is learning. Ask open-ended questions such as, "What has been most challenging to you these past few weeks?"

Provide support without rescuing

Too often mentors say, "Let me show you how to do that", when they should be asking, "What do you think you should do next?" It takes patience and courage to stand back and let an intern risk failure. However, the most significant growth happens through the discomfort of grappling with a new situation; then the intern can do it by him/herself.

Avoid messages of perfection

The greatest gift a Supervisor/Mentor can give the intern is authenticity. When you make a mistake, you can show how you learn from that mistake and become more competent as a result. Make sure the intern sees and hears that you are not always an expert and that you are still a learner yourself.

** Source: Seta, Sacramento Works, "An Employers Guide to Building a Quality Internship"*

Check mentoring best practices

The following are some of the best practices to mentor young people.

- Think of yourself as a 'learning facilitator'.
- Use probes that help the intern think more broadly and deeply.
- When requested, share your experiences, lessons learned and advice.
- Resist the temptation to control the relationship and steer its outcomes; the intern is responsible for their own growth.
- Help the intern see alternative interpretations and approaches.
- Build the intern's confidence through supportive feedback.
- Encourage, inspire and challenge the intern to achieve their goals.
- Help the intern reflect on successful strategies he or she has used in the past that could apply to new challenges.
- Be spontaneous now and then.
- Reflect on your mentoring practice. Request feedback.
- Enjoy the privilege of mentoring. Know that your efforts will likely have a significant impact on the intern's development as well as your own.

** Source: Mentoring Guide: A guide for Mentors; Center for Health Leadership & Practice.*

Exercise with colleagues

1. Work with a pair to discuss: First Mentor experience

Share in pairs and introduce partner to the group if people are not acquainted:

- What was best about the experience?
- What do you wish might have been different?
- “What I believe a mentor does is...;”
- “What I most want my intern to get out of our partnership is...because...;”
- “What I want most to get out of my mentoring experience is...because...;”
- “An asset I bring to mentoring is...Therefore I...”

2. Work with a group to discuss: Defining the Mentor’s role

- Establishing good boundaries
- Accountability, confidentiality, appropriate boundary policies
- Creating the internship Workplan
- Using the Workplan to stay on track
- Conducting regular meetings
- Providing mid- and end-of-internship evaluations

3.13.5. Tool 20 [Sample] Table of Contents for the Organization's Internship Handbook



Instructions: For organizations. Since the internship is a short/limited period, the intern and the Supervisor/Mentor need to work very efficiently and effectively – the Organization's Internship Handbook will rescue the situation. Here is a sample table of contents to help the Supervisors/Mentors' limited time. Maybe the Internship Coordinator should prepare it. This handbook can be used later also, so it would be meaningful to invest your organization's time in developing it. Ideally, the organization should share the Handbook with the interns in advance and ask them to read it through as homework before arrival. Please modify as per the organization's convenience.

Sample Table of Contents

1. Welcome

- Message from CEO
- The organization (employer)'s expectation to interns

2. Copy of the Intern's Job Description (ToR)

- Actual Job Assignment, Start/End Day
- Benefits
- [Tool 4 \[Template\] Job Description \(ToR\) of an Internship Position in the Energy Sector](#)

3. Copy of the Signed Internship Agreement

- The Intern's Responsibility and The Supervisor's Responsibility
- and, Faculty Coordinator's (Academic Institution) Responsibility, if any
- [Tool 7 \[Template\] Internship Agreement \(1\) - Between Three Parties: Intern, Organization, and Academic Institution](#), or
- [Tool 8 \[Template\] Internship Agreement \(2\) - Between Two Parties: Intern and Organization](#)

4. About the Organization

- Mission Statement and Services/Products
- Organization's History
- Organizational Structure
- Organizational Acronyms and Terms
- *Include the organization's answers to following Frequently Asked Questions*
- How did the organization start? Why?
 - ✓ What is unique about the organization's product or service?
 - ✓ Who benefits from the organization's product or service?

- ✓ How does the intern contribute to the organization's work?
- Expectations about dress codes
- Technology use
- Break rules

5. Policies/Procedures

- The Organization's Internship Policy
- [Tool 2 \[Template\] Internship Policy for an Organization \(Employer\)](#)
- Code of Conduct
- [Tool 11 \[Sample\] Code of Conduct](#)
- Workplace safety, Confidentiality, Equity, etc.
- The Organization's Anti-Sexual Harassment Policy
- [Tool 12 \[Sample\] Anti-Sexual Harassment Policy for Interns](#)
- Anti-Sexual Harassment measures and intern's multiple response options, and what bystanders can do
- [Tool 14 \[Reading Material\] What Bystanders Can Do](#)
- [Tool 15 \[Sample\] Interns' Multiple Response Options/Procedures to Sexual Harassment](#)
- Academic institution's Internship Policy and its Anti-sexual Harassment Policy, if any
- *Include the organization's answers to following Frequently Asked Questions*
- What is acceptable with regard to dress and appearance?
- What are the specific work standards and procedures?
- What should they do if the intern is sick?
- What should the intern do when work is completed?
- What forms or reports need to be completed?
- Are there security or confidentiality issues the intern should be aware of?
- What are the rules for cell-phone usage, text messaging and emailing?
- How does the mail, telephone and other office equipment work?
- How does the organization treat/share privacy information with the intern?

6. Facilities

- Facilities maps
- Quick Safety Training for interns
 - [Attribute 18. Allow Interns Access to Relevant Training for Entry-Level Staff](#)
- *Include the organization's answers to following Frequently Asked Questions*
 - ✓ Where is the emergency exit? What should they do in an emergency?
 - ✓ What safety regulations must the intern follow?

7. Your homework before starting the internship program

- What kind of skills do the interns develop through the internship program?
- [Tool 21 \[Reading Material\] Core-Competency Skills that Interns Can Develop through Internship Program](#)
- You can share your expectations with your Supervisor/Mentor. Please fill in:
- [Tool 22 \[Template for Interns\] Intern's Expectations and Interests Form with a Core-Competency Skill](#)

8. Your Week #1

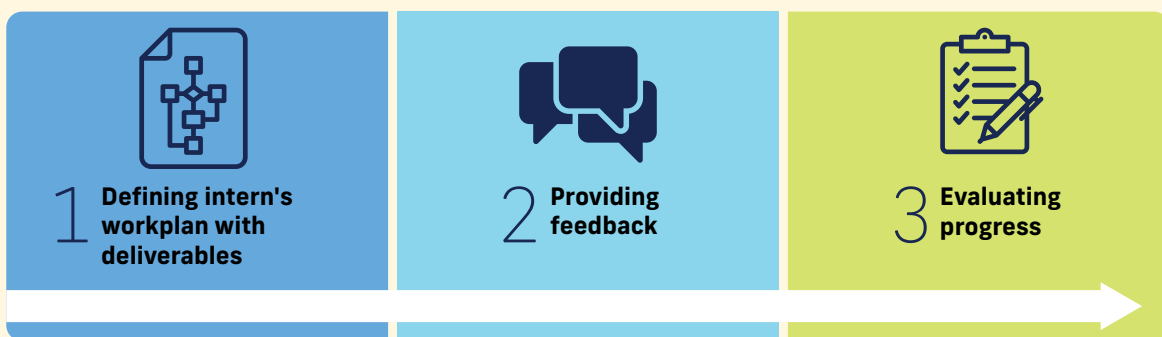
- You will receive the First Day Orientation on DAY 1
 - [Tool 23 \[Sample\] The First Day Orientation Agenda](#)
- Let us check what you are going to do in the Week #1
 - [Tool 25 \[Checklist\] Checklist for Week #1 for Interns and Supervisor/Mentor](#)
- Anti-Sexual Harassment Training for interns
 - [Tool 24 \[Sample\] Anti-Sexual Harassment Training Agenda for Interns](#)

9. Key activities in the entire program's calendar

- This calendar includes some key activities of the intern's Structured Program. (Build a work schedule with the Supervisor/ Mentor's guidance later.)

10. Understand the Performance Management Process

Figure 3.13.3: Performance Management Process for interns



- You will develop your Workplan and set deliverables and milestones with the Supervisor/Mentor in Week#1 (as per ToR). It needs “measurements” of your achievements. You will also build your own work schedule with deliverables, milestones, regular scheduled meetings with the Supervisor/ Mentor and evaluation dates.
 - [Tool 26 \[Template\] Intern's Workplan and Deliverables](#)
 - [Tool 27 \[Reading Material\] S.M.A.R.T Goal-Setting Guide](#)

- [Tool 28 \[Template for Interns\] Work Schedule Calendar Form](#)
- [Tool 31 \[Reading Material for Interns\] Maximize Your Networking Opportunities During the Internship](#)
- You will have regular weekly meetings with your Supervisor/Mentor to receive their feedback and guidance. You can also share your thoughts with them.
 - [Tool 29 \[Template for Interns\] Checking in with Your Supervisor/Mentor](#)
 - [Tool 30 \[Template for Interns\] Weekly Activity Report](#)
- Your performance and deliverables will be reviewed by the Supervisor/Mentor.
 - [Tool 32. \[Template for Interns\] Evaluation Self-Assessment Form, Mid and/or End of the Internship](#)
 - [Tool 33 \[Template\] The Supervisor/Mentor's Assessment Form to the intern's performance, Mid-term of the Internship](#)
 - [Tool 34 \[Template\] The Supervisor/Mentor's Assessment Form to the intern's performance, End of the Internship](#)
- Also, you will evaluate the internship program at the end of the program. You can provide your feedback to the organization.
 - [Tool 35 \[Template for Interns\] Intern's Satisfaction Survey about the Internship Program](#)

11. Other Frequently Asked Questions and Answers

12. Annex: The Organization's Materials

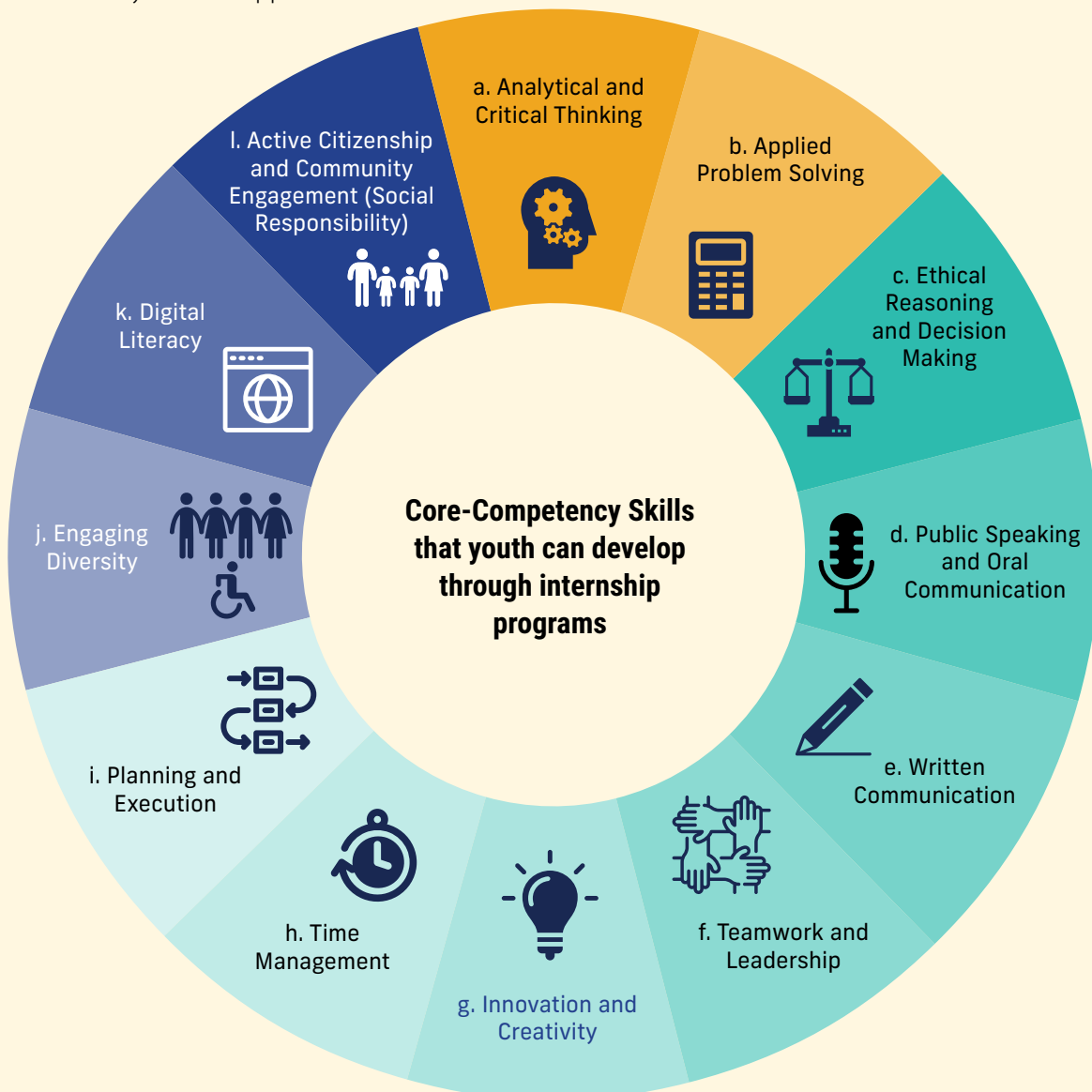
- Newsletters
- Annual reports
- Memos from the CEO, etc.

3.13.6. Tool 21 [Reading Material] Core-Competency Skills that Interns Can Develop through Internship Program








Instructions: For the organization and the intern. Read this material to understand the kind of Core-Competency Skills the intern can develop through the internship program.

The WePOWER Internship Program seeks to develop youth's capacities effectively. The following are the Core-Competency Skills that our team aims at developing through the WePOWER internship program: i.e., growing into strong communicators, creative problem solvers, critical thinkers and valuable team members. The Supervisor/Mentor may want to understand the kind of skills the interns want to strengthen and think how you can support.



Source: College of Liberal Arts, University of Minnesota, "Internship Toolkit for Employers" Creating Quality internship experiences, and Sacramento Works, Michelle Frye-Spray, MS for Youth Development Network, "Creating a Youth-Friendly Workplace: An Employer's Guide to Building a Quality Internship", edited

What the WePOWER Intern's Core-Competency Skills are

	Core-Competency Skills	Description
	a. Analytical and Critical Thinking	I can break down complex information. Then, carefully evaluate it and determine how to interpret it in order to make a sound judgement.
	b. Applied Problem Solving	I can use knowledge and facts to solve problems and think through difficulties.
	c. Ethical Reasoning and Decision Making	I can evaluate and choose among alternatives in a manner consistent with ethical attributes (right or wrong).
	d. Public Speaking and Oral Communication	I have effective speaking skills in front of a group and one-on-one. I am a good listener.
	e. Written Communication	I effectively transfer thoughts to paper and write reports.
	f. Teamwork and Leadership	I work well with others and manage conflicts within groups. I also encourage the strengths of others, develop others towards a common goal, and have a positive outlook.
	g. Innovation and Creativity	I create original work, communicate new ideas, and brainstorm.
	h. Time Management	I have effective work habits and time management. I am punctual, productive and honest.
	i. Planning and Execution	I am good at planning to realize an idea and execute the plan effectively.
	j. Engaging Diversity	I learn from working with individuals of different races, ages, genders, religions, lifestyles and viewpoints.
	k. Digital Literacy	I am good at use of information and communication technologies to find, evaluate, create and communicate information, requiring both cognitive and technical skills.
	l. Active Citizenship and Community Engagement (Social Responsibility)	I demonstrate ethical behavior and responsible actions with interests of the community in mind.

Source: College of Liberal Arts, University of Minnesota, "Internship Toolkit for Employers" Creating Quality internship experiences, and Sacramento Works, Michelle Frye-Spray, MS for Youth Development Network, "Creating a Youth-Friendly Workplace: An Employer's Guide to Building a Quality Internship", edited

3.13.7. Tool 22 [Template for Interns] Intern's Expectations and Interests Form with a Core-Competency Skills Self-Assessment



Instruction: For organizations. The Supervisor asks interns to fill this in before DAY1 and bring it to the first orientation.

Instructions: For new interns. Please take a moment to answer the following questions and bring it to the first day of your internship (orientation) to let your Supervisor/Mentor know what both you and the Supervisor/Mentor can do to make this internship meaningful.

Intern's expectations

List three things that interest you about this opportunity:

1. _____
2. _____
3. _____

List three skills/experiences you want to gain from the internship:

4. _____
5. _____
6. _____

Mark the top three Core-Competency Skills you would like to develop from this experience:

- | | |
|--|---|
| <input type="checkbox"/> a. Analytical and Critical Thinking | <input type="checkbox"/> g. Innovation and Creativity |
| <input type="checkbox"/> b. Applied Problem Solving | <input type="checkbox"/> h. Time Management |
| <input type="checkbox"/> c. Ethical Reasoning and Decision Making | <input type="checkbox"/> i. Planning and Execution |
| <input type="checkbox"/> d. Public Speaking and Oral Communication | <input type="checkbox"/> j. Engaging Diversity |
| <input type="checkbox"/> e. Written Communication | <input type="checkbox"/> k. Digital Literacy |
| <input type="checkbox"/> f. Teamwork and Leadership | <input type="checkbox"/> l. Active Citizenship and Community Engagement (Social Responsibility) |

Your Core-Competency Skills Self-Assessment

Place an X in the box that most accurately describes your current level with the skill.

Assessed Date: / /	I am great at this skill	I definitely have this skill	I am okay at this skill	I need to work on this skill	I need help with this skill
a. Analytical and Critical Thinking: I can break down complex information. Then, carefully evaluate it and determine how to interpret it in order to make a sound judgement.					
b. Applied Problem Solving: I can use knowledge and facts to solve problems and think through difficulties.					
c. Ethical Reasoning and Decision Making: I can evaluate and choose among alternatives in a manner consistent with ethical attributes (right or wrong).					
d. Public Speaking and Oral Communication: I have effective speaking skills in front of a group and one-on-one. I am a good listener.					
e. Written Communication: I effectively transfer thoughts to paper and write reports.					
f. Teamwork and Leadership: I work well with others and manage conflicts within groups. I also encourage the strengths of others, develop others towards a common goal and have a positive outlook.					
g. Innovation and Creativity: I create original work, communicate new ideas and brainstorm.					
h. Time Management: I have effective work habits and time management. I am punctual, productive and honest.					

Assessed Date: / /	I am great at this skill	I definitely have this skill	I am okay at this skill	I need to work on this skill	I need help with this skill
i. Planning and Execution: I am good at planning to realize an idea and execute the plan effectively.					
j. Engaging Diversity: I learn from working with individuals of different races, ages, genders, religions, lifestyles and viewpoints.					
k. Digital Literacy: I am good at use of information and communication technologies to find, evaluate, create and communicate information, requiring both cognitive and technical skills.					
l. Active Citizenship and Community Engagement (Social Responsibility): I demonstrate ethical behavior and responsible actions with interests of the community in mind.					

Source: "N. Arnett, G. Cochran, N. Grout, K. Catchpole. 2007. *Jet Journal*," Modified



3.14. Attribute 14. Conduct a Well-Prepared Orientation

This orientation may likely be the first exposure for the intern to a professional office environment. A structured orientation session is incredibly helpful for someone who has minimal or no experience with the workplace. The interns will still need guidance post-orientation. To maximize efficiency, using the Organization's Internship Handbook for Interns compiles frequently asked questions for their reference. (See [Tool 20 \[Sample\] Table of Contents for the Organization's Internship Handbook](#)).

The Internship Coordinator and/or the intern's Supervisor/Mentor will deliver the Welcome Orientation for the interns on DAY 1.

What Should the Orientation Include?

Think of the orientation as your opportunity to give the intern the "big picture" of your business and guidance on how they can successfully fit into the organization's culture:

- **Tour your facility**

On day one, give a tour of the facility and let the interns know of practical matters such as where to store belongings and eat lunch. Go over relevant safety information of the facilities.

- **Provide organizational information**

Give the intern information about the organization such as mission statements and organizational charts. This information helps an intern understand the organization's values and goals. Additionally, review expectations about dress codes, technology use and breaks, so the intern understands the organization culture.

- Utilize [Tool 20 \[Sample\] Table of Contents for the Organization's Internship Handbook](#).

- **Explain the comprehensive structured internship program**

Share the plan during the program in advance – such as training and site visit opportunities if any, evaluation plan, opportunities to network with professionals, a cohort of the interns and a closing reception.

- **Intern's job description, the organization's expectations and connecting to their Workplan**

Provide a clear job description to the intern. Then, create a Workplan together with the interns, based on the job description. The intern's goals aligning with business needs is one successful factor. Make sure the Supervisor/Mentor and the intern are on the same page about the intern's duties and responsibilities and the organization's expectations of their actual job.

- [Tool 4 \[Template\] Job Description \(ToR\) of an Internship Position in the Energy Sector](#)

- **Monitoring and evaluation**

Assign someone who can routinely “check-in” with the intern and provide feedback and constructive criticism. Encourage the intern to ask questions. Invest supervisory time to establish an important bond with interns and set a crucial tone for the internship experience.

- Attribute [15. Develop the Intern’s Workplan and Set Deliverables and Milestones with the Intern \(As Per ToR\)](#)
- [Attribute 16. Listen to the Interns and Arrange for Regular Supervisor/Mentor’s Feedback](#)
- [Attribute 20. Review Intern’s Performance and Deliverables \(Evaluation\)](#)

- **Intern’s expectations**

It is equally important to allow time for the intern to regularly discuss his/her expectations and receive his/her feedback. Many internships are doomed to failure before they even start because there is no alignment between what the intern seeks from the experience and the business need of the Supervisor/Mentor.

- [Tool 22 \[Template\] Intern’s Expectations and Interests Form with a Core-Competency Skills Self-Assessment](#)

- **Anti-Sexual Harassment Training**

This is provided separately from the first-day orientation. A higher manager, or the organization’s Internship Coordinator, provides a short training on the Anti-Harassment Policy and its multiple response options/procedures. (See [Attribute 12. Activate Anti-Sexual Harassment Measures and Intern’s Multiple Response Options](#)) The interns could be bystanders, so this should include bystander training, too: [Tool 14 \[Reading Material\] What Bystanders Can Do](#). Confirm if the intern’s educational institution (university) has a harassment policy. Meet their first contact-person through this training.

- **Team-building activity**

See [Attribute 4. Hire Interns in a Cohort and Create a Women’s Cohort](#).

Why is team-building an important exercise for interns? Most interns are fresh from school, and internships are typically their first taste of professional life. Since first impressions and experiences are crucial to an intern’s idea of the workplace, it is important that they find comfort in a cohort. This will encourage them to bring fresh ideas and perspectives to work

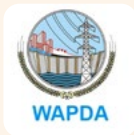
Items to Emphasize on Week #1

The Week #1 of the internship is very important. From simple things like getting to the break room, cafeteria and restrooms to introductions to team members and senior leaders - a smooth onboarding is essential for interns to have the right foundation for success. This should include:

- Well-prepared orientation
- Meeting the Supervisor/Mentor
- Anti-Sexual Harassment Training
- Developing Workplan with deliverables and milestones
- Building work schedule calendar
- Social components (team lunch or afternoon coffee break)

Use [Tool 24 \[Sample\] Anti-Sexual Harassment Training Agenda for Interns](#) to confirm there is no missing must-dos.

WePOWER Partner Example 14.A



WAPDA provides well-planned orientation sessions to interns

Under its Internship Program, the Water & Power Development Authority (WAPDA) organized five department orientation sessions, a week-long activity in 2022 for STEM interns at the WAPDA House in Lahore. Following an overview of the organization, each department briefed interns about its work: the Director Generals from the Power, Water, Finance, Human Resources & Administration (HR&A), and Public Relations (PR) departments gave presentations on the operations and management of their respective departments. Senior WAPDA engineers shared the current situation of all projects during their visit to the rotunda. Short visits to various offices were also arranged. The HR&A department informed the interns of WAPDA rules and recruitment procedures. On the last day of the activity, the Internship Section Team (IST) shared a detailed plan/schedule of the internship with the interns, along with instructions to avoid inconveniences.

WePOWER Partner Example 14.B



DGPC (Bhutan) provides a holistic orientation to interns

At the orientation, Druk Green Power Corporation (DGPC)

- presents an overview of the company;
- provides the annual report and brochures;
- discusses role description, safety, and emergency procedures, workplace code of conduct and working hours;
- conducts tour of facility and workplace, and
- introduces interns to managers, supervisors, co-workers and mentors.

For example, the interns at power plants have mentors and supervisors. Human Resources and Administration officials brief interns on workplace code of conduct and anti-sexual harassment along with DGPC's internship policy. The mentors and supervisors also introduce the interns to all functional heads and departments at power plants.

3.14.1 Tool 23 [Sample] The First Day Orientation Agenda



Instructions: For the organizations. This is a sample agenda of the First Day Orientation for interns – which is critical to making the internship program a success. Please modify as needed, but make sure all elements are included.

Sample Agenda

1. Check-in and greetings; introduce team members

- The intern must bring (1) Copy of the [Tool 20 \[Sample\] Table of Contents for the Organization's Internship Handbook](#); and (2) filled out [intern's Expectations and Interests Form with a Core-Competency Skills Self-Assessment](#). (homework)
- [Tool 20 \[Sample\] Table of Contents for the Organization's Internship Handbook](#)
- [Tool 22 \[Template\] Intern's Expectations and Interests Form with a Core-Competency Skills Self-Assessment](#)

2. Complete paperwork

3. Icebreaker/Introduction of interns - Introduce each other, create a cohort of interns

- See [Attribute 4. Hire Interns in a Cohort and Create a Women's Cohort](#).

4. Mission of the Organization [using the Organization's Internship Handbook]

5. Organization's Structure [using the Organization's Internship Handbook]

- ✓ Who is the Supervisor and Mentor, and the Organization's Internship Coordinator?
- ✓ Who reports to whom?
- ✓ What is the intern's department responsible for?
- ✓ What projects are assigned to the intern? The Assigned Job Description (ToR) will be reviewed later in more detail.

6. Outline organizational rules, policies and expectations [using the Organization's Internship Handbook]

7. Tour the facility

- Where is the intern's work area? Where does the Supervisor and/or Mentor sit?
- How should the intern maintain the work area? Where is a printer and how to use it?
- Practical matters: Where to store and eat lunch? How long is lunch break?
- Reconfirm how to enter the building (entry badge) plus confirm your email address and access to the mail system

- Quick Safety Training for interns
 - [Attribute 18. Allow Interns Access to Relevant Training for Entry-Level Staff](#)

Lunch break

8. Confirm the intern's responsibilities/expectations [using the Organization's Internship Handbook]

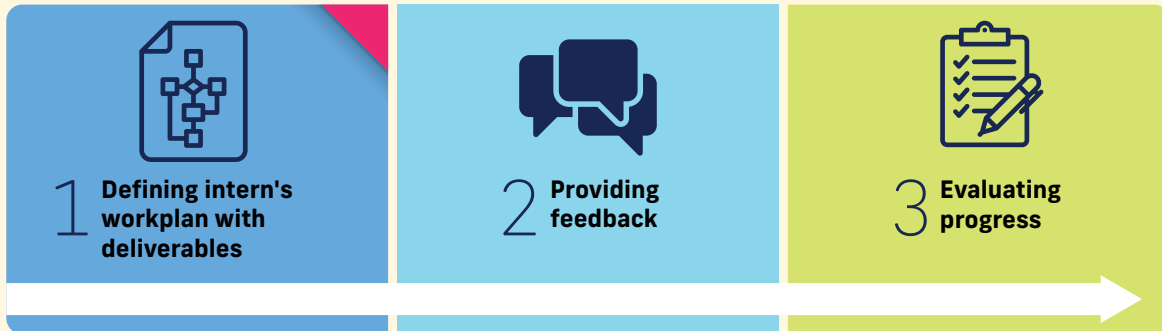
- Signed Internship Agreement
 - [Tool 7 \[Template\] Internship Agreement \(1\) - Between Three Parties: Intern, Organization, and Academic Institution](#), or
 - [Tool 8 \[Template\] Internship Agreement \(2\) - Between Two Parties: Intern and Organization](#)
- The Intern's Job Description (ToR)
 - [Tool 4 \[Template\] Job Description \(ToR\) of an Internship Position the Energy Sector](#)
- Answer the Frequently Asked Questions below:
 - ✓ What is the intern's role? Provide a clear job description.
 - ✓ What projects will be assigned to the intern?
 - ✓ What are the resources and training available to the intern?
 - ✓ How does the organization want the intern to deal with clients and vendors if they have to?
 - ✓ Do other employees understand the intern's role?

9. Understand the kind of Core-Competency Skills you can develop through the internship

- Reconfirm the Core-Competency Skills
 - [Tool 21 \[Reading Material\] Core-Competency Skills that Interns Can Develop through Internship Program](#)
- Share the intern's expectations for the internship program and feedback with the Supervisor. Share the following tool that you filled in as homework:
 - [Tool 22 \[Template\] Intern's Expectations and Interests Form with a Core-Competency Skills Self-Assessment](#)

10. Understand the Performance Management Process for interns [using the Organization's Internship Handbook]

Figure 3.14.1: Performance Management Process for interns



1. **Defining intern's workplan with deliverables: This is your next step in Week #1** - You will develop your workplan, set deliverables and milestones and your own work schedule calendar with the Supervisor/Mentor in Week #1 (As Per ToR).
 - [Tool 26 \[Template\] Intern's Workplan and Deliverables](#)
 - [Tool 27 \[Reading Material\] S.M.A.R.T Goal-Setting Guide](#)
 - [Tool 28 \[Template for Interns\] Work Schedule Calendar Form](#)
2. **Receiving feedback** - You will have regular weekly meetings with your Supervisor/Mentor to receive their feedback and guidance. You can also share your thoughts with them.
 - [Tool 30 \[Template for Interns\] Weekly Activity Report](#)
 - Answer the Frequently Asked Questions below:
 - ✓ When does the intern get regular feedback from the Supervisor/Mentor?
 - ✓ What access to the Supervisor (day, time and duration) does the intern have?
 - ✓ Whom should the intern share problems, questions and concerns with in the absence of Supervisor?
3. **Evaluating progress** - Your performance and deliverables will be reviewed by the Supervisor/Mentor.
 - [Tool 32. \[Template for Interns\] Evaluation Self-Assessment Form, Mid and/or End of the Internship](#)
 - [Tool 33 \[Template\] The Supervisor/Mentor's Assessment Form to the intern's performance, Mid-term of the Internship](#)
 - [Tool 34 \[Template\] The Supervisor/Mentor's Assessment Form to the intern's performance, End of the Internship](#)
 - Also, please note that you will evaluate the internship program at the end of the program. You can provide feedback to the organization.
 - [Tool 35 \[Template for Interns\] Intern's Satisfaction Survey about the Internship Program](#)

4. Check the entire schedule of the internship program (Review Calendar)

- You will have an Anti-Sexual Harassment Training separately in Week #1.
 - [Tool 24 \[Sample\] Anti-Sexual Harassment Training Agenda for Interns](#)
- You will receive guidance on the entire internship schedule.
 - [Tool 25 \[Checklist\] Checklist for Week #1 for Interns and Supervisor/Mentor](#)
 - [Tool 28 \[Template for Interns\] Work Schedule Calendar Form](#)

5. Team-building activity with the intern cohort (if time permits)**6. Closure**

3.14.2. Tool 24 [Sample] Anti-Sexual Harassment Training Agenda for Interns



Instructions: For organizations. This is an idea for the Anti-Sexual Harassment training for interns. Please add/modify elements your organization should include.

Sample Agenda

The intern must carry the Organization's Internship Handbook to work.

- [Tool 20 \[Sample\] Table of Contents for the Organization's Internship Handbook](#)

Review both the organization's and the educational institution's policies

First, the interns should understand the organization's expectation: reconfirm the **Code of Conduct**. Then, they understand their rights. Review if the organization has an Anti-Sexual Harassment Policy and if it applies to all interns. Also, currently many universities provide their own Anti-Sexual Harassment Policy for interns. Check both.

Provide interns with multiple perspectives on sexual harassment

The training should cover not just the legal definitions of sexual harassment but also educate interns on the psychological definition. Provide examples so that the many forms of harassment are clear.

Give different types of scenarios as examples

Some trainings only give examples of men harassing women, but sexual harassment can also involve women harassing men, men harassing men, or women harassing women. It is important that interns recognize the different forms of sexual harassment, so they can easily identify the same if they happen to observe or experience it.

Give interns multiple-response options

Targets of harassment should be empowered to choose the response that works for them. Not every target wants to make a formal report immediately, so informing interns that they can engage in other less-formal responses, such as seeking advice from a professional mentor, can help them respond in a way that is best for them. Also, share examples of what happens after complaints are filed. Fear of what happens next may prevent interns from filing reports.

Explain what bystanders can do

Interns could also be bystanders. Explain what bystanders can do to prevent sexual harassment: e.g., intervening in the moment, intervening after the incident, formally reporting and options for accused harassers. It is important to know ways to stop the offensive behavior and seeking formal mediation from HR and/or the intern's educational institutions (such as your school).

Evaluate the training provided to interns

Ensure it results in positive training outcomes and is not resulting in unintended negative outcomes.

3.14.3. Tool 25 [Checklist] Checklist for Week #1 for Interns and Supervisor/Mentor



Indications: Both the intern and the Supervisor/Mentor should keep a copy of this checklist and confirm that the following activities have been covered in Week #1. If you find anything missing from the checklist, discuss it with your Supervisor/Mentor.

Essential activities for Week #1

- Well-prepared orientation was provided
- The intern and the Supervisor/Mentor met
- Anti-Sexual Harassment Training for interns was provided
- The intern and the Supervisor/Mentor had the first meeting to understand the Supervisor/Mentor's expectations and the intern's interests
- Scheduled regular meetings
- The intern drafted a Workplan with deliverables and milestones
- The Supervisor/Mentor finalized the intern's Workplan with deliverables and milestones
- Built the intern's work schedule calendar to overview the entire internship program
- Had some socials
- The intern cohort's gathering
- Team lunch or afternoon coffee break

Day 1 Mon	Day 2 Tue	Day 3 Wed	Day 4 Thu	Day 5 Fri
<ul style="list-style-type: none"> • The Orientation • Met with the Supervisor/Mentor • Understand the organization's expectations and the intern's interest • Gathered intern's cohort 	<ul style="list-style-type: none"> • The intern started drafting the Workplan • Anti-Sexual Harassment Training for interns 	<ul style="list-style-type: none"> • Team lunch/coffee 	<ul style="list-style-type: none"> • Finalized the Workplan with the Supervisor/Mentor • Scheduled regular meetings and performance review meetings 	<ul style="list-style-type: none"> • Built the entire work schedule calendar

Internal overview

Date		Date	
/	The Organization's Internship Handbook reviewed	/	Organizational mission, vision and values shared
/	Organization history reviewed	/	Organization annual report supplied
/	Organization products and services reviewed	/	Customer profiles reviewed (if applicable)
/	Relevant organization charts reviewed	/	Relevant project documents reviewed
/	Employee/ departmental newsletters shared (if applicable)	/	Organizational culture reviewed
/	The organization's internship policy reviewed	/	The organization's Code of Conduct and Anti-Sexual Harassment Policy reviewed. Confirmed these applied to all interns
/	The academic institution (school)'s internship policy and Anti-Sexual Harassment policy reviewed (if applicable)	/	

Introductions

Date		Date	
/	The intern's Supervisor	/	The intern's Mentor
/	The organization's Internship Coordinator	/	Intern's Cohort
/	Coworkers and team members	/	Relevant Managers
/	Relevant senior Managers	/	Relevant business partners
/	Relevant customers	/	Relevant vendors/suppliers
/	Others		

Tour of facility

Date		Date	
/	Locations of relevant team members, managers, etc.	/	Storage areas and/or office supply cabinets and related requisition process
/	Locations of public areas such as the break room, cafeteria, restrooms, lounges, etc.	/	Relevant operations and/or production areas
/	Locations of departmental office equipment such as the fax, copy machine, scanner, etc.	/	Evacuation routes and emergency lines

Administration

Date		Date	
/	All relevant access confirmed (building, systems, voicemail, e-mail, etc.)	/	New hire set-up (e.g., payroll) completed
/	All equipment in-place and working (includes workstation, PC, telephone, etc.)	/	All relevant materials and supplies made available
/	Others		

Social component (lunch or afternoon coffee break)

Date		Date	
/	Day 1 social interaction: cohort of interns	/	Day 1 social interaction: the organization's Internship Coordinator (HR) (if applicable)
/	Day 1 social interaction: the intern's Supervisor	/	Day 1 social interaction: the intern's Mentor
/	Week 1 social interaction: Team lunch or coffee break		

Develop your Workplan

Date		Date	
/	Shared Tool 22 [Template for Interns] Intern's Expectations and Interests Form with a Core-Competency Skills Self-Assessment with the Supervisor/Mentor	/	Understood the Supervisor/Mentor's expectations and how the intern can contribute to them based on the job description
/	Reviewed the intern's current Core-Competency Skills with the Supervisor/Mentor	/	Discussed the intern's expectations and interests with the Supervisor/Mentor
/	Received guidance from the Supervisor/Mentor on how to draft the intern's Workplan sheet	/	Drafted the Workplan sheet
/	Reviewed and finalized the Workplan sheet with the Supervisor/Mentor	/	Scheduled regular meetings
/	Received an explanation about the intern's schedule	/	Drafted the intern's work schedule calendar with all activities under the internship program
/	Reviewed and built the calendar with the Supervisor/Mentor	/	

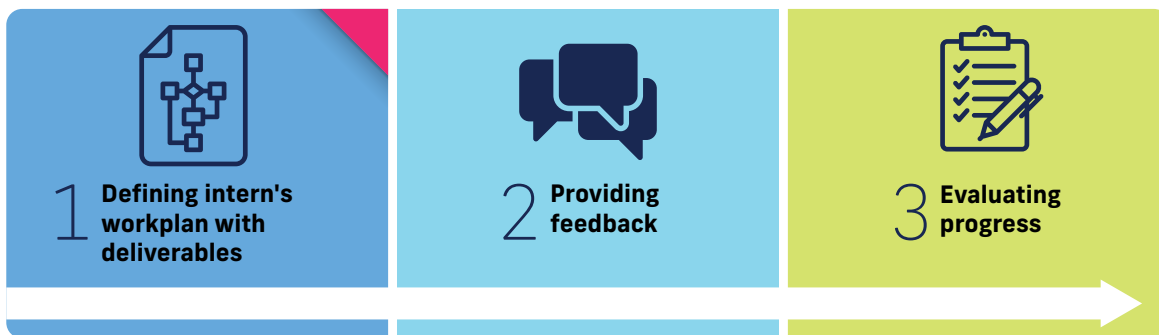
3.15. Attribute 15. Develop the Intern's Workplan and Set Deliverables and Milestones with the Intern (as per ToR)



The **Performance Management Process** helps the intern's professional growth (see Figure 3.15.1). The structured internship program creates an environment where the intern can learn about his/her strengths and areas of improvement. To this end, it is important to receive the Supervisor's feedback and evaluation. The performance management process includes:

1. Defining the intern's Workplan with deliverables,
2. Providing regular/frequent feedback, and
3. Evaluating progress.

Figure 3.15.1: Performance Management Process (1)



Defining the intern's workplan pays big dividends

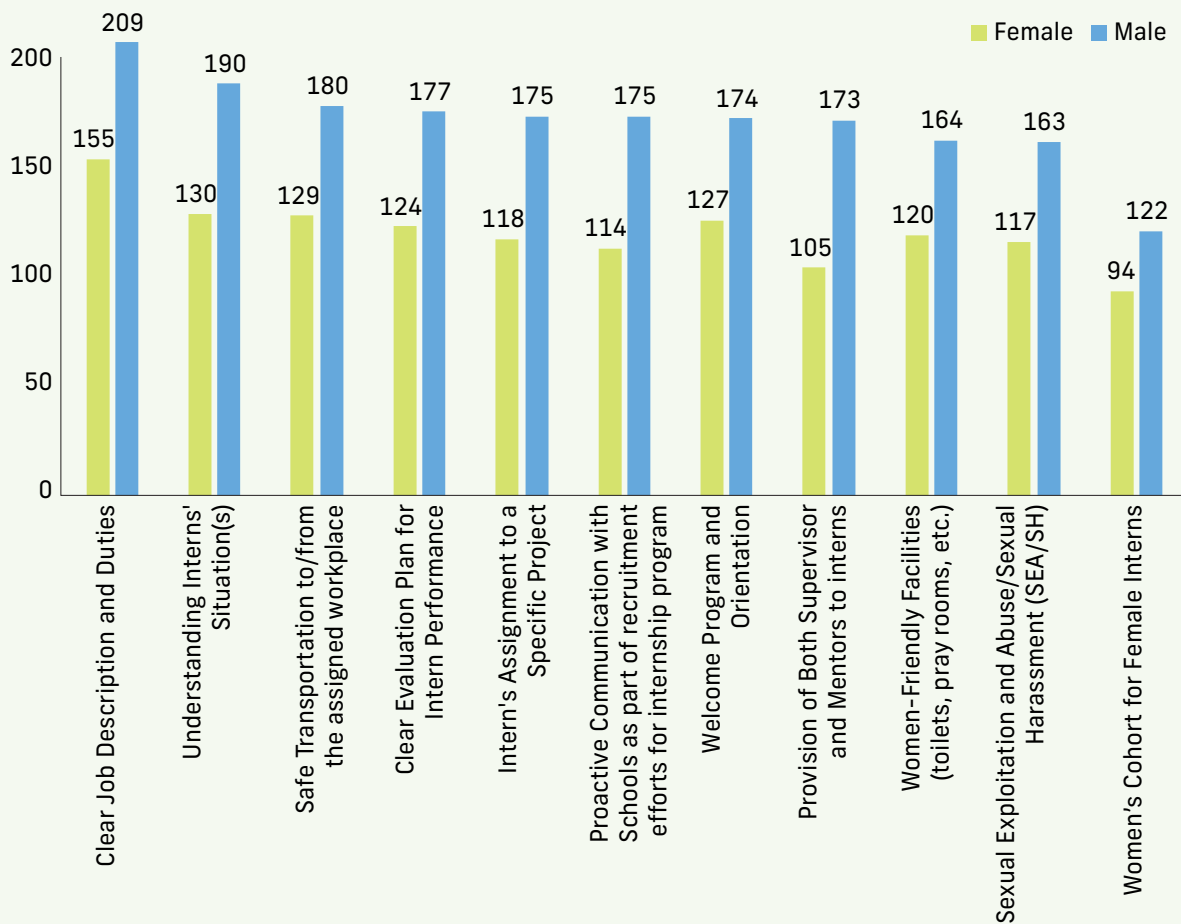
Interns are eager to learn and be successful during the internship. To do this, they require clearly defined time-based goals (milestones) and scope and expectations for meaningful tasks that contribute to the organization's goals. Indeed, clear job description and duties was the most recommended/requested attribute from the WePOWER survey respondents, as part of a structured internship (see Box 15.A: WePOWER Questionnaire for SAR Engineering Students on Internship #37).

The intern's Workplan should provide a i) clear instructions, ii) understanding of their tasks/expectations – including time-frame, and iii) how their success will be evaluated. It guides the intern on time management for completion of the tasks. Intern roles should be meaningful and add value to the organization. Interns should not spend their workday getting coffee, filing, making photocopies and reading manuals.

Box 15.A: WePOWER Questionnaire for SAR Engineering Students on Internships #37

The WePOWER Attributes we plan to recommend to South Asian energy utilities for effective internship programs. **Would you please check options that you think should be included in the recommendations?** (Please mark all that apply.)

- **#1 Clear Job Description and Duties: 364**
- **#2 Understand Intern's Situation: 320**
- **#3 Safe Transportation: 309**
- **#4 Clear Evaluation Plan for Intern's Performance: 301**



The intern drafts the workplan first

After the first-day orientation, the intern and the Supervisor/Mentor hold their first meeting. The Supervisor/Mentor shares their expectations following [Tool 4 \[Template\] Job Description \(ToR\) of an Internship Position in the Energy Sector](#). It is recommended that the intern's expectations be integrated into both the projects/tasks and the events/activities planned for them (see Figure 3.16). The Supervisor/Mentor can understand the intern's expectations from his/her homework: [Tool 22 \[Template\] Intern's Expectations and Interests Form with a Core-Competency Skills Self-Assessment](#).

It is best if the organization creates the intern's Workplan prior to the commencement of the internship because it provides the Supervisor/Mentor and the intern the opportunity to plan and set aside time for activities such as training and networking. For example, if the intern wants to network with professionals in a particular field, you could supply them with a list of names and introductions. But let the intern touch base and scheduling the meetings. It is important to note that the intern should shoulder some of the responsibility for making "it" happen, whatever "it" may be.

Based on the first discussion, the Supervisor/Mentor may ask the intern to draft the Workplan as per the job description (ToR). Interns are also allowed to include their interests and expectations into the Workplan. This planning may be the intern's first task.

In the first meeting, the Supervisor/Mentor may want to utilize the following tools:

- The intern has already filled the following form. The Supervisor/Mentor may use this form to understand the intern's interests and the objectives for the internship program.
 - [Tool 22 \[Template\] Intern's Expectations and Interests Form with a Core-Competency Skills Self-Assessment](#)
- The Supervisor/Mentor may want to ask the intern to draft the Workplan from Tool 26. Then, they may review and finalize this form together.
 - [Tool 26 \[Template\] Intern's Workplan and Deliverables](#)
- For interns, to set measurements of their achievement could be challenging. Use the following tool to help interns.
 - [Tool 27 \[Reading Material\] S.M.A.R.T Goal-Setting Guide](#)

The Supervisor/Mentor reviews and finalizes the workplan

The Supervisor/Mentor reviews and finalizes the draft Workplan with the intern – including deliverables and milestones, in addition to its measurement: "how to measure the success". **The interns' deliverables should fill the organization's needs, not only for an experience and/or a trial.** The Workplan should be completed at a very early stage of the internship program: i.e., if the internship is a three-month program, at least by DAY 4.

Make sure the intern's interests and expectations are incorporated into the Workplan when the Supervisor/ Mentor completes it (see Figure 3 16: What the Workplan can include). You have already discussed and understood their interests using the form [Tool 22 \[Template\] Intern's Expectations and Interests Form with a Core-Competency Skills Self-Assessment](#) in the first meeting with them. Additionally, the intern may have some new and different thoughts from when you last talked or maybe since they have started. Ask the interns again since they may have a new perspective on what they would hope to experience.

WePOWER Partner Example 15.A



Grameen Shakti

Grameen Shakti (Bangladesh) develops an intern workplan as part of its Internship Policy

Grameen Shakti makes sure that its internship program includes a specific workplan for each intern. The workplan specifies the job responsibilities, working hours, duration of the internship and the set deliverables. For instance, Ms F, a summer intern in 2021, was given several time-sensitive milestones and deliverables including a literature review and baseline study, identifying the scope of innovation through gap analysis, conceptualizing a technical design, developing an operational and financial model and submitting reports.

Build a calendar

Since the internship is for a short/limited period, the intern and the Supervisor/Mentor need to work very efficiently and effectively. Extracted from the intern Workplan, the calendar is a great place to highlight key intern activities, deliverables and the related milestones associated with assigned projects and responsibilities. Seeing these on the large calendar will further assist the intern's efforts to manage time appropriately considering all that will be asked of him/her during the internship program.

Therefore, the Supervisor/Mentor sits down with the intern and reviews the calendar and then confirms the finalized Workplan. There are several reasons for doing this during Week #1: Establishes a roadmap for the entire internship program. It also gives the intern a chance to raise queries. They can make real-time notes on the calendar as to how things relate to one another, interdependencies, etc. Also, if there are any conflicts with things they may have planned, it offers both parties an early opportunity to address and resolve them. Finally, you are providing the intern with a clear picture of the program that they will really appreciate.

The interns should: (1) schedule meetings with the Supervisor/Mentor; and (2) have them evaluate the intern's deliverables as early as possible. Following the defined Workplan, dates of the intern's performance review meetings should be also arranged within Week #1. The evaluation meeting could be twice – mid-term and final, or only once at the end of the program. Do not forget to include other key activities under the Well-Structured internship program. Please utilize the following tools:

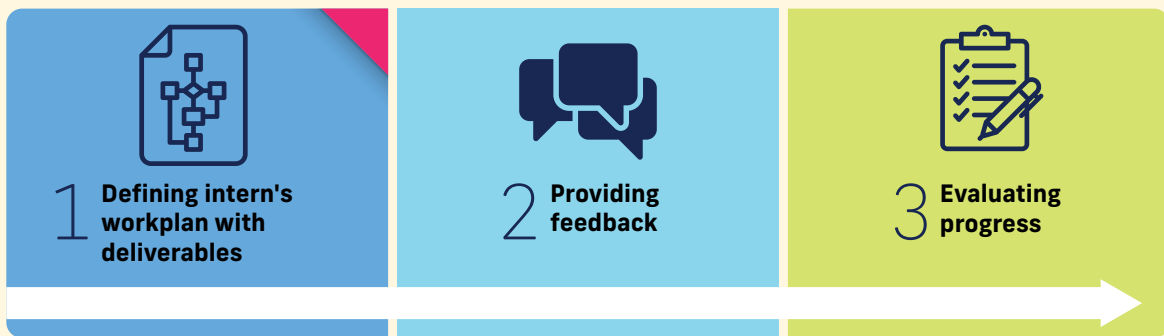
- [Tool 28 \[Template for Interns\] Work Schedule Calendar Form](#)

3.15.1. Tool 26 [Template] Intern’s Workplan and Deliverables



Instructions: For interns. The intern drafts this form following the Supervisor/Mentor’s guidance based on the job description, along with the filled for [Tool 22 \[Template\] Intern’s Expectations and Interests Form with a Core-Competency Skills Self-Assessment](#). The Supervisor/Mentor reviews and finalizes this with the intern within Week #1. The intern’s detailed Workplan will pay off later when the intern produces good work independently. This helps establishing a solid work ethic for the intern.

Figure 3.15.2: Performance Management Process for interns (1)



Intern name: _____ Date drafted: _____ / _____

Supervisor name: _____ Date confirmed w/Supervisor: _____ / _____

Deliverables/Area of responsibility

Summarize below the top five objectives, outcomes and/or areas of responsibilities established for your intern as part of their internship experience.

Deliverable #1:	Complete by:
Measures of success:	
1.	
2.	
3.	

Deliverable #2:**Complete by:**

Measures of success:

- 1.
- 2.
- 3.

Deliverable #3:**Complete by:**

Measures of success:

- 1.
- 2.
- 3.

Deliverable #4:**Complete by:**

Measures of success:

- 1.
- 2.
- 3.

Objective #5: Complete by:

Measures of success:

- 1.
- 2.
- 3.

Deliverable #1: [Insert deliverable and brief description here]

Steps: What, when, where and how does the intern accomplish it?						Related Core-Competency Skills: <i>(Select all that apply)</i> <input type="checkbox"/> a. Analytical and Critical Thinking <input type="checkbox"/> b. Applied Problem Solving <input type="checkbox"/> c. Ethical Reasoning and Decision Making <input type="checkbox"/> d. Public Speaking and Oral Communication <input type="checkbox"/> e. Written Communication <input type="checkbox"/> f. Teamwork and Leadership <input type="checkbox"/> g. Innovation and Creativity <input type="checkbox"/> h. Time Management <input type="checkbox"/> i. Planning and Execution <input type="checkbox"/> j. Engaging Diversity <input type="checkbox"/> k. Digital Literacy <input type="checkbox"/> l. Active Citizenship and Community Engagement (Social Responsibility)
Purpose for Pursuing	Sub-tasks	Owner(s)	Partner(s)	Planned Completion By	Actual Completion	
				/	/	
				/	/	
				/	/	
				/	/	
				/	/	
				/	/	
Measurement of success: How does the Supervisor/Mentor objectively measure the success?						
Rational: Why is this deliverable important to you?						

* Set the S.M.A.R.T Goals (use Tool 26's Guide). completion dates should not extend beyond the end of the internship

Deliverable #2: [Insert deliverable and brief description here]

Steps: What, when, where, and how does the interns accomplish it?						Related Core Competency Skills: <i>(Select all that apply)</i> <input type="checkbox"/> a. Analytical and Critical Thinking <input type="checkbox"/> b. Applied Problem Solving <input type="checkbox"/> c. Ethical Reasoning and Decision Making <input type="checkbox"/> d. Public Speaking and Oral Communication <input type="checkbox"/> e. Written Communication <input type="checkbox"/> f. Teamwork and Leadership <input type="checkbox"/> g. Innovation and Creativity <input type="checkbox"/> h. Time Management <input type="checkbox"/> i. Planning and Execution <input type="checkbox"/> j. Engaging Diversity <input type="checkbox"/> k. Digital Literacy <input type="checkbox"/> l. Active Citizenship and Community Engagement (Social Responsibility)
Purpose for Pursuing	Sub-tasks	Owner(s)	Partner(s)	Planned Completion By	Actual completion	
				/	/	
				/	/	
				/	/	
				/	/	
				/	/	
				/	/	
Measurement of success: How does the Supervisor/Mentor objectively measure the success?						
Rational: Why is this deliverable important to you?						

* Set the S.M.A.R.T Goals (use Tool 26's Guide). completion dates should not extend beyond the end of the internship

Deliverable #3: [Insert deliverable and brief description here]

Steps: What, when, where, and how does the intern accomplish it?						Related Core-Competency Skills: <i>(Select all that apply)</i> <input type="checkbox"/> a. Analytical and Critical Thinking <input type="checkbox"/> b. Applied Problem Solving <input type="checkbox"/> c. Ethical Reasoning and Decision Making <input type="checkbox"/> d. Public Speaking and Oral Communication <input type="checkbox"/> e. Written Communication <input type="checkbox"/> f. Teamwork and Leadership <input type="checkbox"/> g. Innovation and Creativity <input type="checkbox"/> h. Time Management <input type="checkbox"/> i. Planning and Execution <input type="checkbox"/> j. Engaging Diversity <input type="checkbox"/> k. Digital Literacy <input type="checkbox"/> l. Active Citizenship and Community Engagement (Social Responsibility)
Purpose for Pursuing	Sub-tasks	Owner(s)	Partner(s)	Planned Completion By	Actual Completion	
				/	/	
				/	/	
				/	/	
				/	/	
				/	/	
				/	/	
Measurement of Success: How does the Supervisor/Mentor objectively measure the success?						
Rational: Why is this deliverable important to you?						

* Set the S.M.A.R.T Goals (use Tool 26's Guide). completion dates should not extend beyond the end of the internship

Deliverable #4: [Insert deliverable and brief description here]

Steps: What, when, where, and how does the intern accomplish it?						Related Core-Competency Skills: <i>(Select all that apply)</i> <input type="checkbox"/> a. Analytical and Critical Thinking <input type="checkbox"/> b. Applied Problem Solving <input type="checkbox"/> c. Ethical Reasoning and Decision Making <input type="checkbox"/> d. Public Speaking and Oral Communication <input type="checkbox"/> e. Written Communication <input type="checkbox"/> f. Teamwork and Leadership <input type="checkbox"/> g. Innovation and Creativity <input type="checkbox"/> h. Time Management <input type="checkbox"/> i. Planning and Execution <input type="checkbox"/> j. Engaging Diversity <input type="checkbox"/> k. Digital Literacy <input type="checkbox"/> l. Active Citizenship and Community Engagement (Social Responsibility)
Purpose for pursuing	Sub-tasks	Owner(s)	Partner(s)	Planned completion by	Actual completion	
				/	/	
				/	/	
				/	/	
				/	/	
				/	/	
				/	/	
Measurement of success: How does the Supervisor/Mentor objectively measure the success?						
Rational: Why is this deliverable important to you?						

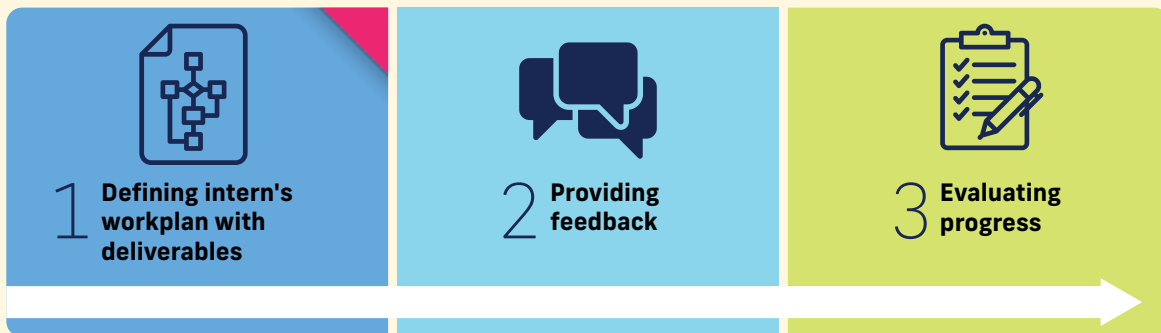
* Set the S.M.A.R.T Goals (use Tool 26's Guide). completion dates should not extend beyond the end of the internship

3.15.2. Tool 27 [Reading Material for Interns] S.M.A.R.T Goal-Setting Guide



Instruction: This guideline will help interns draft their Workplan by themselves: [Tool 26 \[Template\] Intern's Workplan and Deliverables.](#)

Figure 3.15.3: Performance Management Process for interns (1)



Specific - A specific goal has a much greater chance of being accomplished than a general goal. To set a specific goal, you must answer the six “W” questions:

- **Who:** Who is involved?
- **What:** What do I want to accomplish?
- **Where:** Identify a location.
- **When:** Establish a time-frame.
- **Which:** Identify requirements and constraints.
- **Why:** Specific reasons, purpose or benefits of accomplishing the goal.

EXAMPLE: A general goal would be “Research customer’s satisfaction”. But a specific goal would say, “Collect 100 customers' questionnaires' data in area A by visiting three times a week by May 20th”.

Measurable - Establish concrete criteria for measuring progress toward the attainment of each goal you set. When you measure your progress, you stay on track, reach your target dates and experience the joy of achievement that spurs you on to continued effort required to reach your goal.

To determine if your goal is measurable, ask questions such as: How much? How many? How will I know when it is accomplished?

Attainable - When you identify goals that are most important to you, you also begin to find the ways in which you can make them come true. You develop attitudes, abilities, skills and financial capacity to reach them. You begin seeing previously overlooked opportunities to bring yourself closer to the achievement of your goals.

You can attain most goals when you plan your steps wisely and establish a time-frame that allows you to carry out those steps. Goals that may have seemed distant and out of reach eventually move closer and become attainable, not because your goals shrink but because you grow and expand to match them. By listing your goals, you build your self-image. You see yourself as worthy of these goals and develop the traits and personality that allow you to possess them.

Realistic - To be realistic, a goal must represent an objective toward which you are both willing and able to work. A goal can be both high and realistic; you are the only one who can decide just how high your goal should be. But be sure that every goal represents substantial progress. A high goal is often easier to reach than a low one because the latter exerts low motivational force. Some of the hardest jobs you accomplished seem easy simply because they were a labor of love.

Your goal is probably realistic if you truly believe that it can be accomplished. Additional ways to know if your goal is realistic is to determine if you have accomplished anything similar in the past or ask yourself what conditions would have to exist for you to achieve this goal.

Tangible - A goal is tangible when you can experience it with one of the senses, that is taste, touch, smell, sight or hearing. When your goal is tangible, you have a better chance of making it specific and measurable, thus attainable.

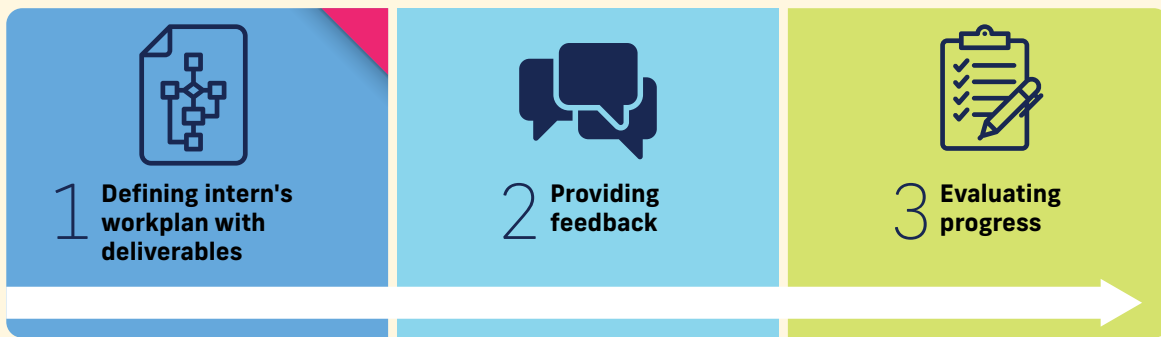
Source: Top Achievement article: Creating S.M.A.R.T. Goals <http://www.topachievement.com/smart.html>. Edited

3.15.3. Tool 28 [Template for Interns] Work Schedule Calendar Form



Indications: For Interns. This sheet gives an overview of the entire internship program period. The calendar is divided into key activities, deliverables with milestones, regular scheduled meetings, etc. The Supervisor/Mentor confirms this form at least within Week #1.

Figure 3.15.4: Performance Management Process for interns (1)



Month 1: _____ Intern's Name: _____

	Mon.	Tue.	Wed.	Thur.	Fri.	Sat.	Sun.
Week 1	/	/	/	/	/	/	/
	<ul style="list-style-type: none"> • Orientation • Met the Supervisor/ Mentor • Understood the organization's expectations and shared the intern's interests • Gathered intern's cohort 	<ul style="list-style-type: none"> • Start drafting the intern's Workplan • Anti-sexual harassment training for interns 	<ul style="list-style-type: none"> • Had a team lunch/ coffee 	<ul style="list-style-type: none"> • Finalized the intern's Workplan with the Supervisor/ Mentor • Set regular scheduled meetings and performance review meetings 	<ul style="list-style-type: none"> • Built the work schedule calendar 		

Key Attributes of the WePOWER Internship Program

	Mon.	Tue.	Wed.	Thur.	Fri.	Sat.	Sun.
Week 2	/	/	/	/	/	/	/
Week 3	/	/	/	/	/	/	/

Key Attributes of the WePOWER Internship Program

	Mon.	Tue.	Wed.	Thur.	Fri.	Sat.	Sun.
Week 4	/	/	/	/	/	/	/

Confirmed with the Supervisor/Mentor _____ Date ____/____/____

Key Attributes of the WePOWER Internship Program

	Mon.	Tue.	Wed.	Thur.	Fri.	Sat.	Sun.
Week 3	/	/	/	/	/	/	/
Week 4	/	/	/	/	/	/	/

Confirmed with the Supervisor/Mentor _____ Date ____/____/____

Month 3: _____ **Intern's Name:** _____

	Mon.	Tue.	Wed.	Thur.	Fri.	Sat.	Sun.
Week 1	/	/	/	/	/	/	/
Week 2	/	/	/	/	/	/	/

Key Attributes of the WePOWER Internship Program

	Mon.	Tue.	Wed.	Thur.	Fri.	Sat.	Sun.
Week 3	/	/	/	/	/	/	/
Week 4	/	/	/	/	/	/	/

Confirmed with the Supervisor/Mentor _____ Date ____/____/____

Key Attributes of the WePOWER Internship Program

	Mon.	Tue.	Wed.	Thur.	Fri.	Sat.	Sun.
Week 3	/	/	/	/	/	/	/
Week 4	/	/	/	/	/	/	/

Confirmed with the Supervisor/Mentor _____ Date ____/____/____

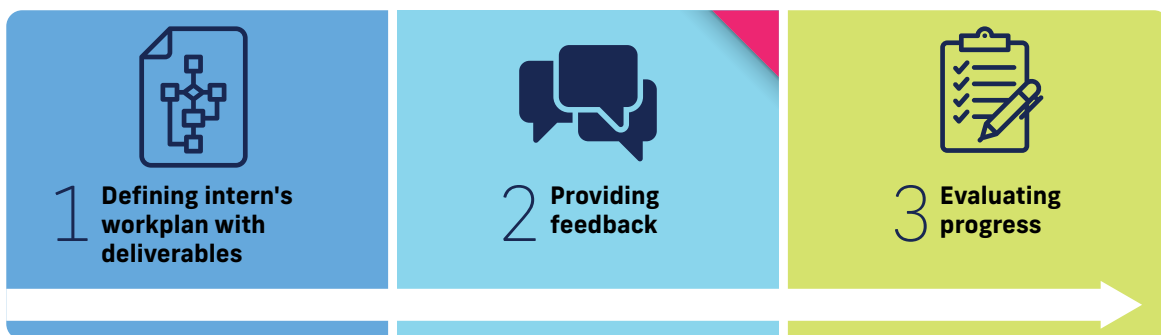
3.16. Attribute 16. Listen to the Interns and Arrange for Regular Supervisor/Mentor's Feedback



Providing frequent feedback is one of the **performance management processes**. Reconfirm the performance management process as below:

1. Defining their workplan with deliverables,
2. Providing feedback, and
3. Evaluating progress.

Figure 3.16.1: Performance Management Process (2)



Frequent feedback is a critical component of internship

Providing regular and honest feedback to the intern is a component critical to a successful internship program. **Most importantly, the Supervisor/ Mentor and the intern need to communicate well.** Their motivation behind the feedback is a desire to succeed. In addition, the intern(s) will be highly motivated by staying on-track and meeting expectations (see Box 3.16.1: Understanding Youth Characteristics). They always look for opportunities where interns can help their Supervisor/Mentor.

The intern needs to know that you are there to provide guidance throughout the entire internship. If the Supervisor/ Mentor is unavailable, a back-up person should be identified.

- Keep in mind this could be a first work experience for this person.
- Make sure you are aware of what is happening with their daily tasks.

Box 3.16.1: Understanding Youth Characteristics

The interns are excited to help the Supervisor/Mentor professionally.

Not only gaining hands-on experience but also earning school credit.

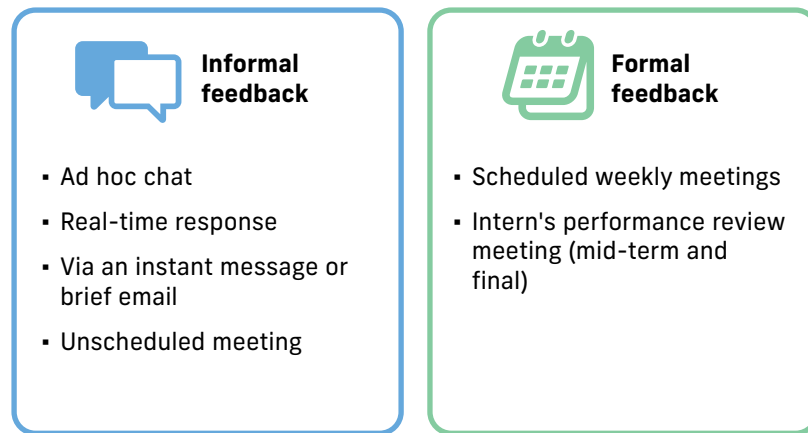


Two types of feedback

There are two types of feedback to incorporate in your internship program (see Figure 3.16.2):

- ✓ **Informal feedback:** Meet with interns on a regular basis to answer questions and to provide feedback about projects.
- ✓ **Formal feedback:** Scheduling a more formal mid-point check provides an opportunity to clarify goals, encourage progress and reinforce expectations.

Figure 3.16.2: Two types of feedback to Interns



Young people are eager to receive ongoing feedback. It may be requested ad hoc and upon completion of a task, presentation, etc. – this is informal feedback. Or it may be requested in a more formal manner via weekly scheduled meetings – formal feedback.

For informal feedback, in-person meetings are not always required. A brief e-mail and/or instant message sharing is acceptable. If you value a mix of in-person and virtual interaction, take advantage of this opportunity to share that value-set via the behaviors and actions you display. This is also an opportunity to educate on what the “norm” is within your organization.

WePOWER Partner Example 16.A



LESCO (Pakistan) maintains smooth communication with interns

Line management and the HR Directorate listen to the interns' responses regarding various processes and behaviors, if any, and work towards quick resolution of the issue/s at hand. In addition, continuous feedback and discussion regarding the placement of the interns in various offices is also encouraged.

Schedule regular weekly meetings

Regular scheduled meetings with the Supervisor/Mentor and the intern are extremely important. The meetings do not have to be long, but they should address questions or concerns about the work and the intern's experience. Have the meetings not only to catch up on their jobs/tasks but to understand the intern's expectations and interests, and explain the organization's expectations. Do not forget to set up the regular meetings during the first Supervisor/Mentor and the intern meeting.

By the end of Week #1, the Supervisor/Mentor must finalize the Workplan with the intern. Further, regular meetings should refer to the defined Workplan for progress and new tasks. The following tools are useful for regular scheduled meetings. These offer the interns the opportunity to reflect on what they have accomplished as well as bring structure to the weekly conversations:

- Defined [Tool 26 \[Template\] Intern's Workplan and Deliverables](#), to complete the log part.
- [Tool 29 \[Template for Interns\] Checking in with Your Supervisor/Mentor](#)
- [Tool 30 \[Template for Interns\] Weekly Activity Report](#)

The intern needs to know that you are there to provide guidance throughout the entire internship. So, it is a good idea to check on the intern between meetings, since most interns work faster than you think.

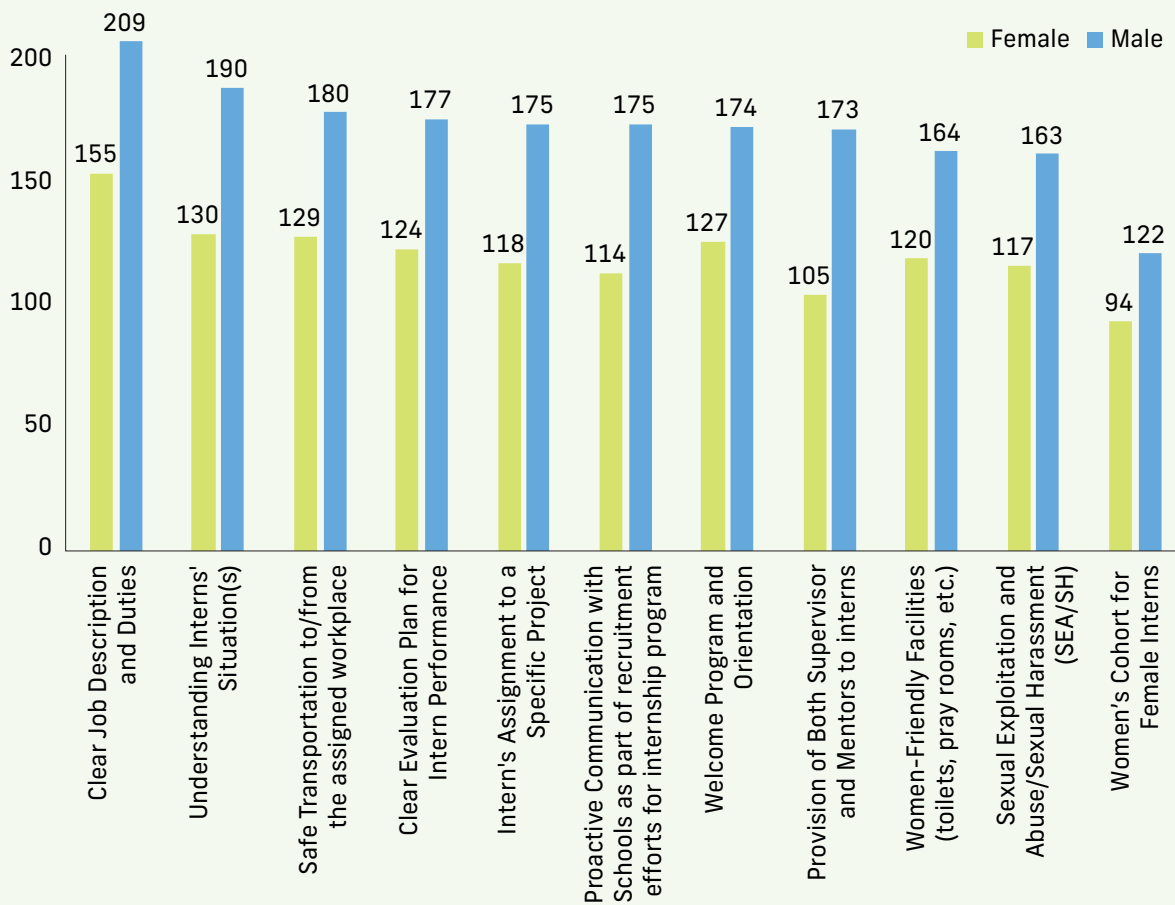
Listen to the interns

“Listening to the interns” is equally important at regularly scheduled meetings and feedback sessions. It will serve as an effective practice - ensuring adequate progress is being made against the defined goals and objectives of the internship (the defined Workplan). For the intern, this is an opportunity to share feedback with the Supervisor/ Mentor: how the internship is progressing from his/her perspective and the opportunities to improve. We found that over 60 percent students responded that “Understanding Intern’s Situation” should be included in our recommendation to South Asian energy institutions (see Box 16.A: WePOWER Questionnaire for SAR Engineering Students on Internship #37).

Box 16.A: WePOWER Questionnaire for SAR Engineering Students on Internships #37

The following are WePOWER Attributes we plan to recommend to South Asian energy utilities for an effective internship program. **Please check all options that you think should be included in the recommendations.** (Please mark all that apply.)

#2 Understand Intern's Situation: 320



Understanding the intern's interests and thoughts continuously also builds strong relationship and generates more benefits from the internship - for both the organization and the intern. Do ask the intern's thoughts as he/she may have a new perspective on what he/she hopes to experience. This ongoing and very fluid conversation with the intern is part of what they hope to experience.

Staying engaged requires staying connected

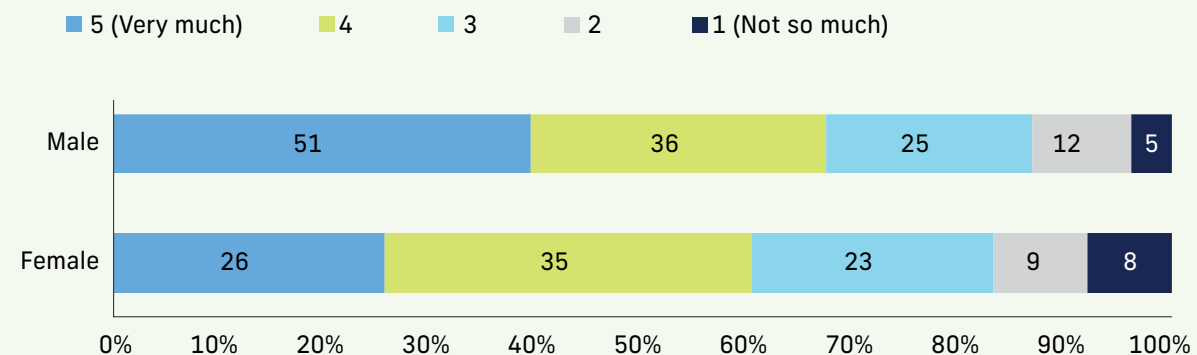
Interns derive immense value from a positive engagement with supervisors and colleagues. It drives their engagement and enthusiasm for their projects and tasks, which should in turn lead to better performance and outcomes as witnessed by the Supervisor/Mentor and the organization. Based on the WePOWER Students' Questionnaires, 232 students who experienced internship rated 3.76 on average the time they had to speak with their co-worker and the Supervisor about themselves (interns) (see Box 16.B: WePOWER Questionnaire for SAR Engineering Students on Internship #32). We see that the students who participated in our Questionnaires had a relatively good experience with their co-workers.

On the other hand, "staying adequately engaged with interns over the course of the internship" is one of the biggest challenges organizations hosting interns face, particularly small- and medium-sized organizations. Finding time may prove difficult over the course of 10 or 12 weeks. Hence, it is important to build time for interns and their satisfaction as part of your performance review and Workplan for the year. Have the conversation with your boss.

Box 16.B: WePOWER Students' Questionnaires #32

Did you have the time to speak with your co-workers (including SUPERVISOR) closely about YOU? Such as understanding your situation, your needs and wants during the program. (1-star: Not so much; 5-star: Very well)

Average score: Female – 3.61; Male – 3.9

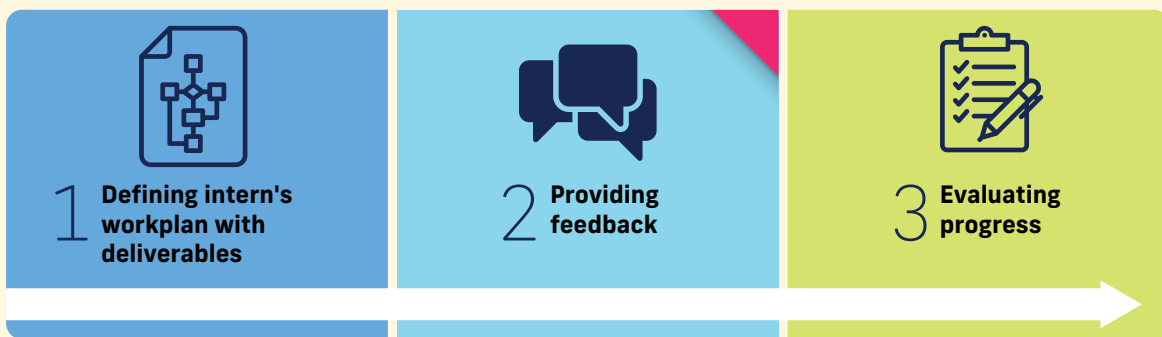


3.16.1. Tool 29 [Template for Interns] Checking in with Your Supervisor/Mentor



Instructions: For interns. This worksheet offers a basic structure that the intern can use for scheduling and preparing for meetings with the Supervisor/Mentor, as well as documenting what they learnt from them.

Figure 3.16.3: Performance Management Process (2)



Tips on scheduling meetings with the Supervisor/Mentor

- Understand the Supervisor/Mentor's preferences. These may include:
 - Location
 - Frequency
 - When to schedule a meeting versus a phone call or e-mail for immediate questions
 - Take responsibility for initiating and scheduling the meeting
- Get to know your Supervisor/Mentor's personality type. (Do they like to chit-chat before diving into work topics, or are they very work-focused?)
- Mutually determine how often you want to meet
- Stay within the time-frame allotted for your meeting

How to prepare for your meeting

- Have you identified questions prior to the meeting? List of possible questions to ask:
- “Did you have any feedback on my work or performance since our last meeting?” (Be open to receiving that feedback.)
- “Are there any new opportunities that may align with my learning goals?”
- “What resources might help me complete this project?”
- If any questions require feedback, send your request in advance. This gives them time to prepare.
- If you are bringing a problem to your Supervisor/Mentor, come prepared with a possible solution(s). Be ready to explain how you came up with the solution.

Indications: For interns. Keep a record of what you discussed with the Supervisor/Mentor (copy this sheet as needed) or take them in your own notebook.

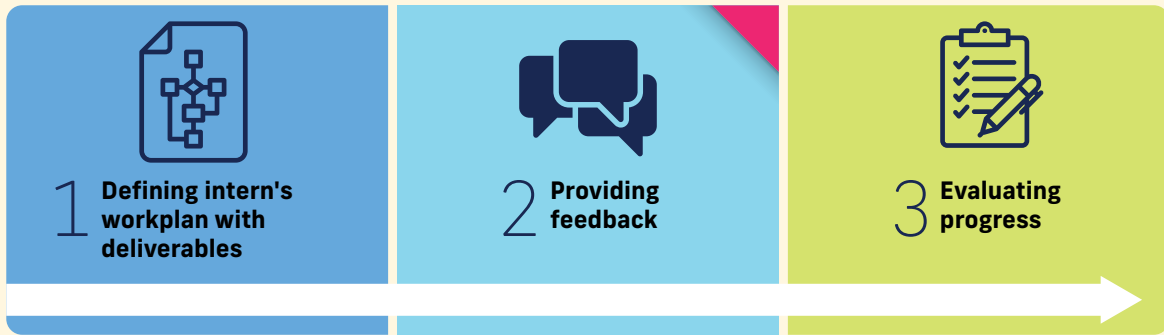
Date of Meeting	Questions	Feedback Received	Action Needed

3.16.2. Tool 30 [Template for Interns] Weekly Activity Report



Indications: For interns. To confirm your progress, fill in the form on a weekly basis and bring it to the regular scheduled meetings with your Supervisor/Mentor.

Figure 3.16.4: Performance Management Process (2)



Internship Weekly Activity Report for the Week of (circle one): 1 2 3 4 5 6 7 8 9 10 11 12 13 14

Intern's name: _____

Numbers of hours scheduled: _____

Supervisor/Mentor's name: _____

Numbers of hours worked: _____

Briefly summarize your work assignments since we last met: _____

What specific insights relative to your field of study have you gained the past week? _____

List any new ideas you have for the organization’s business. What next steps would you propose?

Are there challenges, issues or concerns that you are currently experiencing? _____

Additional notes: _____

** Source: Columbus State Community College Integrated Media Technology Internship Weekly Activity Report*

3.17. Attribute 17. Support Interns' Professional Networking Opportunities



For interns to make the best of their limited internship period, it might be a good idea to chat with co-workers at lunch or short breaks. Interns had better speak with more professionals in the organization and learn more about the workplace and its jobs. They can maximize these “networking” opportunities for their own future. Ensure that this time to network is set aside as part of their Workplan.

The Supervisor/Mentor can support the interns in utilizing their lunch or other spare time for networking. For example, proactive interns can use the following tool to plan their networking engagement more systematically (see Table 3.17.1). But they cannot do it by themselves. When the intern wants to network with professionals in a particular field, the Supervisor/Mentor may help by providing a list of names and introductions. However, let the intern touch base and scheduling the meetings. The interns also need to shoulder some responsibilities.

[Caution!] As the Supervisor/Mentor, please make sure of the organization’s guideline/s for where and how networking meetings with interns take place. It is important to be cognizant of the risks of harassment if held privately or when the manager offers to drive the intern to a restaurant. Be aware of these possibilities. — “On the other hand, interns may unintentionally engage in inappropriate or harassing behaviors if they have not been told about behaviors that are unacceptable in the workplace.” **One way to avoid this is for the Supervisor/Mentor or Internship Coordinator to arrange for group networking activities.**

Table 3.17.1: An example of an intern's Internship opportunities throughout the week

	Networking Meetings
Monday	A work meeting
Tuesday	Other interns in your organization
Wednesday	Alternate each Wednesday Your boss/direct supervisor and with someone from the organization’s upper management. Including executives and senior professionals
Thursday	Outside of your department
Friday	An employee in your department

Source: Modified from - [“Power Lunch”: Use Your Lunch Hour to Benefit Your Internship](#)

How to request a Networking Meeting?

The Supervisor/Mentor and/or Internship coordinator should be sure to inform the interns of any guidelines or recommendations in terms of navigating the corporate culture within the organization.

Interns are unlikely know how to request for a networking meeting. The corporate culture can vary, but a supervisor is often happy to have informal meeting to get to know the people working around them. When the Supervisor/Mentor supports the interns with networking opportunities, please give them this reading material: [Tool 31 \[Reading Material for Interns\] Maximize Your Networking Opportunities During the Internship.](#)

WePOWER Partner Example 17.A



WAPDA (Pakistan) connected female intern with several female professionals in the energy sector

Water & Power Development Authority (WAPDA) provided an internship opportunity to Ms S B, a young woman student from TNS Beaconhouse, Lahore (*TNS is Pakistan's leading Project Based Learning [PBL] & International Baccalaureate {IB} school.) The intern interviewed several female officers about their professional experience, studied WAPDA's organizational structure, learned about WAPDA's rules and policies and explored professional opportunities for women in the energy sector.

WePOWER Partner Example 17.B



POWERGRID (India) provides high-level networking opportunities to interns

Power Grid Corporation of India (POWERGRID) organizes expositions and conventions in which interns play an important role along with employees. The interns can either just attend the events or work as administrators under the guidance of the company seniors. Such arrangements provide the interns with a significant opportunity to interact and connect with leading professionals from the industry.

3.17.1. Tool 31 [Reading Material for Interns] Maximize Your Networking Opportunities During the Internship



Instructions: For interns. To explore your career options, schedule networking into your daily calendar. The Supervisor/Mentor should be able to support your networking goals and can supply a list of names and introductions. See Table 3.17.2 to schedule your meetings during the week.

[Caution!] Make sure you know the organization's guideline for where and how networking meeting takes place. Minimize the risk and avoid private meetings. Choose an appropriate setting.

Table 3.17.2: An example of an intern's internship opportunities throughout the week

	Networking Meetings
Monday	A work meeting
Tuesday	Other interns in your organization
Wednesday	Alternate each Wednesday Your boss/direct supervisor and with someone from the organization's upper management. Including executives and senior professionals
Thursday	Outside of your department
Friday	An employee in your department

Source: Modified from - ["Power Lunch": Use Your Lunch Hour to Benefit Your Internship](#)

How to request the networking meeting or appointment?

First, you are unlikely to know how to set up the networking meeting. For example, asking a senior to join you for a meeting can be daunting. A Supervisor may be happy to have an informal lunch to get to know the people working around them. Asking in person or via email in a formal manner is recommended. Check with your mentor or the Internship Coordinator. **Remember to check the organization's guidelines.**

Be Prepared

Once you get the chance, the first thing is to prepare a few questions that help you get to know them better. Your questions allow you to learn a little more about your Supervisor/Mentor and/or the professionals as a person, while staying in line with your interests. You can continue the conversation and add in a bit about your life (remember that your Supervisor/Mentor also wants to get to know you!).

Examples:

- How is your professional life in this organization?
- What is your favorite thing about your job?
- How did you recover from mistakes made early in your career?
- What class did you take that was the most helpful for your career?
- What makes the difference between a good intern and a great intern?
- What are three skills I need to improve?
- What should I pay more attention to?
- Am I a good fit for this type of a career?
- What can I do to make you more successful today?
- Am I fulfilling your expectations?

3.18. Attribute 18. Allow Interns Access to Relevant Training for Entry-Level Staff



If the organization has been training existing employees, it may want to open it for interns as well. The Internship Coordinator and/or the Supervisor/Mentor can guide the intern to join the appropriate training.

Leverage existing training offerings when possible

Typically, these existing practices can be modified to meet the needs of the intern program, such as onboarding training for entry-level staff.

1. Safety training

First, ensure that interns receive safety-related training. Energy-sector institutions must prioritize these trainings, even for interns. The organization may customize these trainings that are provided to the existing employees for interns, such as:

Electrical Safety Procedure, Accident Prevention & Disaster Management

- ✓ Use of protective equipment for field positions;
- ✓ Fire evacuation protocols;
- ✓ Any other type of basic safety training.

2. Technical Training

The followings are some examples for your inspiration (Table 3.18.1):

Table 3.18.1: Examples of leveraging existing training for interns

Site Visits
Power Generation Plantations (Hydropower, Wind, Solar, etc.)
Renewable Energy-Related Practical Training
<ul style="list-style-type: none"> • Rooftop Solar and Net Metering • Renewable Energy and Grid Integration • Battery Energy Storage System • Electrical Vehicle Charging Infrastructure
Technical Courses
<ul style="list-style-type: none"> • Best Practices in Distribution System Operations and Maintenance • Loss Reduction Strategy in Electricity Distribution • SCADA & Smart Grid Application • Metering Technology and AMR Application • Meter Data Analytics and Revenue Protection • Blockchain in Power Distribution • Real-Time Power Management - Power Exchange, Procurement and Trading • Training Program for Cable Jointing
Customer Relationship
<ul style="list-style-type: none"> • Communication and Customer Relations Management • Customer Satisfaction and Outreach and Customer Service Excellence
Leadership Training
<ul style="list-style-type: none"> • Capacity-Building Program on Project Management • Personal Productivity and Managerial Effectiveness – Problem-Solving Tools and Techniques
Other Courses
<ul style="list-style-type: none"> • Organization's On-boarding Program • Financial Management and Accounting System for Power Company • Digitalization of HR Practices in Power Distribution Sector • Training program on IT-based Solutions

3.19. Attribute 19. Make Sure Interns Participate in Organization-Sponsored Community Service Projects



An often overlooked benefit associated with an internship is the opportunity to connect an intern with the community via an internship hosted by a local business. To take full advantage of this opportunity, it is important that the Internship Coordinator and/or the Supervisor/Mentor help the intern engage with the local community in a way that may differ from their experiences as an intern. To support this effort, consider getting them involved with a community-service project, either one that your organization will participate in or something that the intern identifies on his/her own. (We are not asking your organization to establish a new community outreach initiative.)

Community connection opportunities

Normally, many organizations are already connected to the community in different capacities. It would be a great opportunity for the intern to experience this connection. These opportunities will not only connect them with the community but also with the organization, its mission, vision and values.

Consider how the organization contributes economically and socially to local and global communities. Allow the intern to learn what your organization values through committee work, discussions with staff, and, if available, organization-led community-service projects. The organization could be a source of inspiration that ignites a young person's passion and lifelong involvement in civic activities. The following are some examples for your inspiration (Table 3.19.1):

Table 3.19.1: Examples of Community-Service Projects

Volunteer Somewhere Local	Pro-Bono Work
Low-Income Home Energy Assistance Program	Sponsor a Local Youth Sports Team
Grow a Community Garden	Take on an Eco-Friendly Challenge
Organize a Public Space Clean-up	Offer Mentorship Opportunity for Local Engineering Students
Plan a Charity Team-Building Activity	Help the Homeless in your Community
Support Local Veterans	Host a Unique Workplace Fundraiser
Organize an Office Holiday Drive	Create a Piece of Public Art
Collect & Donate Food	

WePOWER Partner Example 19.A



DGPC (Bhutan) involves interns in Community Service Projects

Druk Green Power Corporation (DGPC) encourages interns to participate in community service and development. For example, DGPC interns engaged in mass community cleaning, tree plantation, stream cleaning, etc.

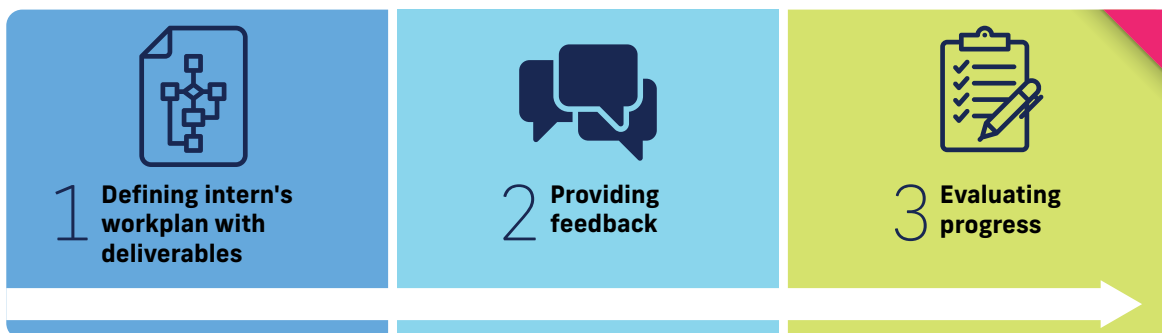
3.20. Attribute 20. Review Intern's Performance and Deliverables (Evaluation)



The final performance review (evaluation) form for interns by the Supervisor/Mentor is included in the Internship Agreement as a consensus between the intern and the organization (See [Tool 7 \[Template\] Internship Agreement \(1\) - Between Three Parties: Intern, Organization, and Academic Institution](#), or [Tool 8 \[Template\] Internship Agreement \(2\) - Between Two Parties: Intern and Organization](#)). Performance Review is the final stage of the **Performance Management Process** (see Figure 3.20.1). The performance management process is:

1. Defining their Workplan with deliverables,
2. Providing feedback, and
3. Evaluating progress.

Figure 3.20.1: Performance Management Process (3)



What did you set out to accomplish in the internship?

The interns' roles should add value to the organization. Their deliverables will be evaluated based on the defined Workplan. Therefore, reviewing their performance and deliverables is critical for both the interns' professional growth and that of other employees of the host organization. The internship survey found that most interns submit a report as part of their internship academic requirement to their faculty. No formal evaluation is provided from the employer's side.

The WePOWER Internship Program recommends that the Supervisor/Mentors evaluate not only the academic requirements, but also the interns' contribution (deliverables) to the organization's (employer) business needs – like they would do with their staff. How the interns have improved their Core-Competency Skills should also be reviewed. (See Box 20.A: WePOWER Students' Questionnaires #33, Box 3.1.2: Academic Credit – How does it work?, and Box 3.20.1: A report submission is the common final evaluation for the Academic Type Internship).



Discussions with the WePOWER Internship Working Group revealed that most interns are not evaluated on how much their works/deliverables contributed to the organization. Since most internships in South Asian countries are the Academic Study Internship Type, writing a report at the end of the internship is the most common form of program evaluation. Because the internship gets the interns school credits, it follows the academic institution's requirement and not the contributions to the organization.

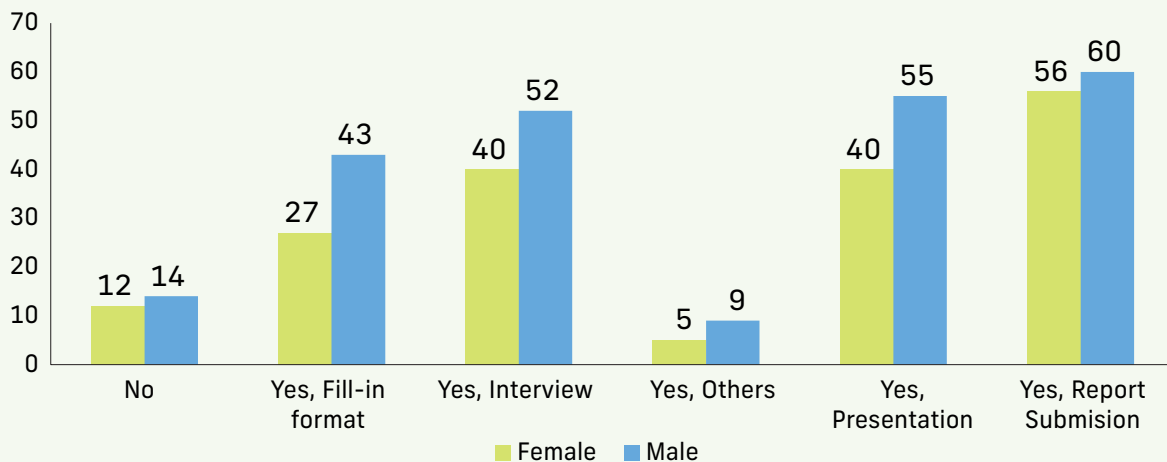
Box 20.A: WePOWER Questionnaire for SAR Engineering Students on Internships #33

Did you have an evaluation for your achievements at the end of the internship program?

(Please mark all that apply.)

- #1 Report Submission: 118 (50.8%),
- #2 Presentation: 95 (40.9%),
- #3 Interview: 93 (40%)

A total of 200 respondents answered 'Yes' to Q33, out of which 99 respondents reported that more than one method were used to evaluate their achievements at the end of the internship program. It also indicates that **the Supervisors do not evaluate their jobs/deliverables, focusing more on what they learned in the academic term.** However, **the WePOWER Internship Module recommends treating them as employees, not as extensions of the classroom.**



Deliverables and Core-Competency Skills – How to evaluate the intern’s performance

The Supervisor/Mentor and the intern cannot evaluate the success of the internship unless both parties establish clear objectives and goals/deliverables in the Workplan at the beginning of the internship (see [Tool 26 \[Template\] Intern’s Workplan and Deliverables](#)).

- ✓ Did we achieve these deliverables?
- ✓ If we did, does that translate to success – meet the set measurement of success?
- ✓ If we fall short of the measurement of success, is the internship still successful from the perspectives of the intern and the organization?

WePOWER prepares evaluation forms to support the intern’s evaluation process - these forms evaluate both the intern’s **Deliverables and Core-Competency Skills**. The intern and the Supervisor/Mentor can utilize the following. Once they fill it in, they can meet in person and discuss it. It should be based on the Workplan that the intern and the Supervisor/Mentor finalized together at the beginning of the internship program.

- First of all, bring the agreed Workplan
 - [Tool 26 \[Template\] Intern’s Workplan and Deliverables](#)
- For interns: self-assessment forms for both mid-term and end of the internship
 - [Tool 32. \[Template for Interns\] Evaluation Self-Assessment Form, Mid and/or End of the Internship](#)
- For the Supervisor/Mentor: Separate forms for mid-term and end of the internship
 - [Tool 33 \[Template\] The Supervisor/Mentor’s Assessment Form to the intern’s performance, Mid-term of the Internship](#)
 - [Tool 34 \[Template\] The Supervisor/Mentor’s Assessment Form to the intern’s performance, End of the Internship](#)

WePOWER Partner Example 20.A



DGPC (Bhutan) evaluates Interns’ Performance including Personal Development

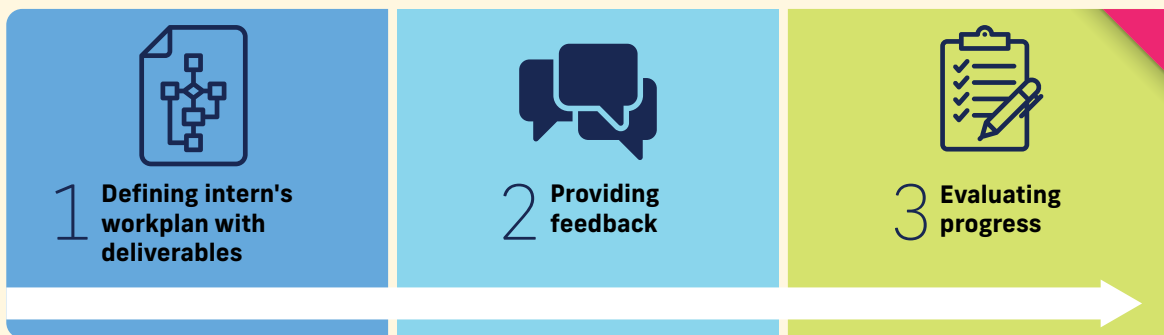
Druk Green Power Corporation (DGPC)’s power plant officials evaluate the performance and deliverables of interns as per the evaluation form. DGPC assesses their oral and written communication, quality of work, the quantity of work, job knowledge, attitude, motivation and use of time.

3.20.1. Tool 32. [Template for Interns] Evaluation Self-Assessment Form, Mid and/or End of the Internship



Instructions: For interns. Before filling this form, make sure to have the defined Workplan ([Tool 26 \[Template\] Intern's Workplan and Deliverables](#)). Once you fill this in, set up a meeting with the Supervisor/ Mentor to discuss performance and deliverables.

Figure 3.20.2: Performance Management Process (3)



Evaluation date: _____

Intern's name: _____

Intern title/role: _____

The Supervisor/Mentor's name: _____

The Supervisor/Mentor title: _____

Organization's name: _____

A. Overall

1. What primary projects or tasks have you worked on so far?

2. What progress have you made? Are there any adjustments that need to be made for the rest of your internship? Or any additions of new deliverables?

3. What do you need to do or change to improve for the rest of the internship? Or better prepare for this profession and the workplace? Please be as specific as possible.

B. Deliverables

Deliverable #1: [Insert deliverable and brief description here]

Summary of Performance:

Defined Measurements of Success and the Present Status:

1.

2.

3.

4.

Deliverable #2: [Insert deliverable and brief description here)

Summary of Performance:

Defined Measurements of Success and the Present Status:

1.

2.

3.

4.

Deliverable #3: [Insert deliverable and brief description here)

Summary of Performance:

Defined Measurements of Success and the Present Status:

1.

2.

3.

4.

Deliverable #4: [Insert deliverable and brief description here)

Summary of Performance:

[Empty space for performance summary]

Defined Measurements of Success and the Present Status:

- 1.
- 2.
- 3.
- 4.

C. Core-Competency Skills

Please evaluate your performance related to the following competencies. Place an X that best presents your performance to-date. Offer examples of how you have demonstrated this competency in practice.

1 = Failed to Meet Expectations, 5 = Exceeded Expectations

a. Applied Problem-solving	1	2	3	4	5
b. Analytical and Critical Thinking	1	2	3	4	5
c. Ethical Reasoning and Decision Making	1	2	3	4	5
d. Public Speaking and Oral Communication	1	2	3	4	5
e. Writing Communication	1	2	3	4	5
f. Teamwork and Leadership	1	2	3	4	5
g. Innovation and Creativity	1	2	3	4	5
h. Time Management	1	2	3	4	5
i. Planning and Execution	1	2	3	4	5
j. Engaging Diversity	1	2	3	4	5
k. Digital Literacy	1	2	3	4	5
l. Active Citizenship and Community Engagement	1	2	3	4	5

D. Additional Self-Management Skills and Professionalism

1=Unsatisfactory, 2=Improvement Needed, 3=Meets Expectations, 4=Exceeds Expectations, 5=Outstanding

	1	2	3	4	5
Shows willingness to learn new concepts, ideas, and methods	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
When given feedback, takes action to improve/change	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Acts with appropriate courtesy toward colleagues and clients or customers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Works effectively with Supervisor/Mentor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Participates effectively in the work environment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

E. Personal Traits

1=Unsatisfactory, 2=Improvement Needed, 3=Meets Expectations,
4=Exceeds Expectations, 5=Outstanding

	1	2	3	4	5
Reliability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ability to Listen	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Attitude Towards Work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Level of Professionalism	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Productivity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Relations with Co-workers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Response to Supervision	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Appearance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

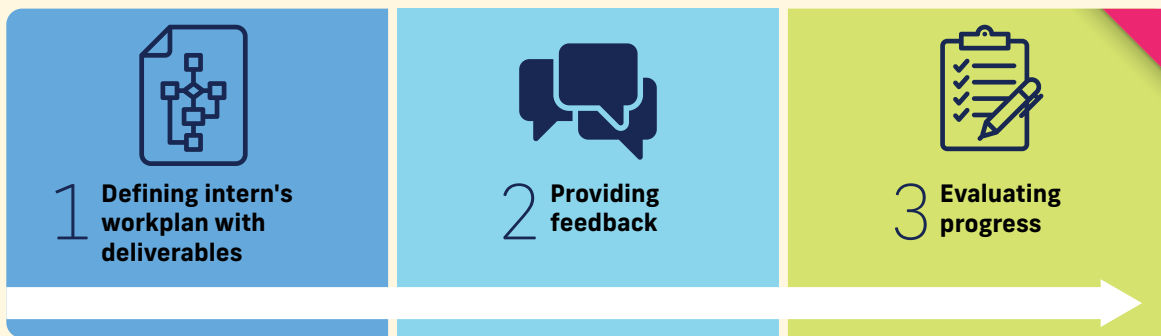
Comments:

3.20.2. Tool 33 [Template] The Supervisor/Mentor’s Assessment Form to the Intern’s Performance, Mid-term of the Internship



Instructions: For the Supervisor/Mentor. If possible, the Supervisor/Mentor can help interns’ professional development by filling this form to provide your feedback. Share this form with the intern at the middle of the program.

Figure 3.20.3: Performance Management Process (3)



Evaluation date: _____

Intern’s name: _____

Intern title/role: _____

The Supervisor/Mentor’s name: _____

The Supervisor/Mentor title: _____

Organization’s Name: _____

Intern’s Core-Competency Skills		
a. Analytical and Critical Thinking <input type="checkbox"/> Exceeds expectations <input type="checkbox"/> Meets expectations <input type="checkbox"/> Below expectations	b. Applied Problem Solving <input type="checkbox"/> Exceeds expectations <input type="checkbox"/> Meets expectations <input type="checkbox"/> Below expectations	c. Ethical Reasoning and Decision Making <input type="checkbox"/> Exceeds expectations <input type="checkbox"/> Meets expectations <input type="checkbox"/> Below expectations
d. Public Speaking and Oral Communication <input type="checkbox"/> Exceeds expectations <input type="checkbox"/> Meets expectations <input type="checkbox"/> Below expectations	e. Written Communication <input type="checkbox"/> Exceeds expectations <input type="checkbox"/> Meets expectations <input type="checkbox"/> Below expectations	f. Teamwork and Leadership <input type="checkbox"/> Exceeds expectations <input type="checkbox"/> Meets expectations <input type="checkbox"/> Below expectations

Intern's Core-Competency Skills		
g. Innovation and Creativity <input type="checkbox"/> Exceeds expectations <input type="checkbox"/> Meets expectations <input type="checkbox"/> Below expectations	h. Time Management <input type="checkbox"/> Exceeds expectations <input type="checkbox"/> Meets expectations <input type="checkbox"/> Below expectations	i. Planning and Execution <input type="checkbox"/> Exceeds expectations <input type="checkbox"/> Meets expectations <input type="checkbox"/> Below expectations
j. Engaging Diversity <input type="checkbox"/> Exceeds expectations <input type="checkbox"/> Meets expectations <input type="checkbox"/> Below expectations	k. Digital Literacy <input type="checkbox"/> Exceeds expectations <input type="checkbox"/> Meets expectations <input type="checkbox"/> Below expectations	l. Active Citizenship and Community Engagement (Social Responsibility) <input type="checkbox"/> Exceeds expectations <input type="checkbox"/> Meets expectations <input type="checkbox"/> Below expectations
Comments on above: 		

Comments for the intern:

Supervisor's signature _____ Date ____/____/____

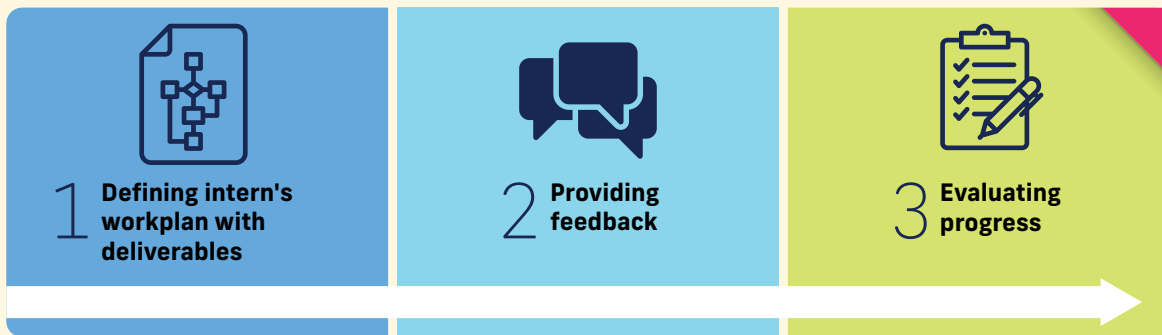
Intern's signature _____ Date ____/____/____

3.20.3. Tool 34 [Template] The Supervisor/Mentor's Assessment Form to the Intern's Performance, End of the Internship



Instructions: For the Supervisor/Mentor. The Supervisor/Mentor completes this form and shares with the intern at the end of the internship program. This feedback should be shared and discussed with the intern. Please make sure to have the intern's Workplan defined at the beginning of the program ([Tool 26 \[Template\] Intern's Workplan and Deliverables](#)) before you start filling in this form. Also, the intern fills the his/her performance review form ([Tool 32 \[Template for Interns\] The Intern's Self-Assessment, Mid and/or End of the Internship](#)), so you may want to have that too before you fill this form.

Figure 3.20.4: Performance Management Process (3)



Evaluation date: _____

Supervisor information:

Name: _____

Title: _____

E-mail address: _____

Organization Name: _____

Intern's information:

Name: _____

Internship Title/Role: _____

Academic semester (fall, Spring, Summer) and Year, if any: _____

Academic institution's name, if any: _____

PART 1. Overall

1. Given your experience working with interns and your expectations about the internship position, how would you rate the intern overall at the **beginning** and **end** of the internship?

**1=Unsatisfactory, 2=Improvement Needed, 3=Meets Expectations,
4=Exceeds Expectations, 5=Outstanding**

	Overall knowledge	Abilities	Performance
At the beginning of the internship			
At the end of the internship			

2. What development have you noticed in the intern’s knowledge, abilities and professional performance?

3. What major strengths of the intern did you observe during the internship?

4. What would you recommend the intern does next in order to be better prepared for this profession and workplace (e.g., courses, activities, skills development, etc.)? Please be specific.

5. If you had a full-time position involving the kind of work done by this intern, would you hire this person for the position? Why yes or why not?

PART 2. Deliverables

Deliverable #1: [Insert deliverable and brief description here]

Please rate the intern's deliverable	1	2	3	4	5
--------------------------------------	---	---	---	---	---

Your Comments for This Performance:

Defined Measurements of Success, and Your Comment for Them:

- 1.
- 2.
- 3.
- 4.

Deliverable #2: [Insert deliverable and brief description here]

Please rate the intern's deliverable	1	2	3	4	5
--------------------------------------	---	---	---	---	---

Your Comments for This Performance:

Defined Measurements of Success, and Your Comment for Them:

- 1.
- 2.
- 3.
- 4.

Deliverable #3: [Insert deliverable and brief description here]

Please rate the intern's deliverable	1	2	3	4	5
--------------------------------------	---	---	---	---	---

Your Comments for This Performance:

Defined Measurements of Success, and Your Comment for Them:

- 1.
- 2.
- 3.
- 4.

Deliverable #4: [Insert deliverable and brief description here]

Please rate the intern's deliverable

1

2

3

4

5

Your Comments for This Performance:

Defined Measurements of Success, and Your Comment for Them:

1.

2.

3.

4.

3.21. Attribute 21. Hold a Farewell Reception (Recognition and Celebration)



There are several factors that the Supervisor/Mentor must consider in order to close the internship program for the departing cohort.

Close-out all projects/tasks, and transition as needed

As with any well managed project, the intern should have a planned close-out and transition activities. It is good to do this during the last week or two weeks of the internship, so that any final tasks can be completed prior to the end.

This is especially important if the intern has not completed work assigned to him/her. Just make sure that the intern is talking to the right people so that the appropriate transitions can occur. With respect to closing-out and completing tasks, it is crucial to ensure that everything was completed in a manner consistent with original expectations.

Receive the intern's evaluation of the organization's internship program

At end of the internship program, it is a fair and good idea to ask interns for feedback on the organization's internship program. The Supervisor/Mentor should take note of their honest voice/feedback in order to improve the internship program for the next cohort. Please utilize the following tool:

- [Tool 35 \[Template for Interns\] Intern's Satisfaction Survey about the Internship Program](#)

Confirm administrative steps

This may include things like turning off telephone and systems access, building access, ending payroll, etc. In some instances, you may want to temporarily retain this access to allow the intern to complete the work, etc. It is for you to decide what is most appropriate.

Issue an Internship Certificate

Many organizations, especially public power utilities, issue an Internship Certificate to the interns. It is a document given to an intern at the end of their internship program, sometimes highlighting skills and experience in a particular field.

If the organization issues one at the end of the internship, you may want to tell interns about it at the very beginning. The Certificate marks the successful completion of an internship program by the interns with any given company.

The Internship Certificate typically includes the following information:

- ✓ The Organization Name and Logo
- ✓ Date of issuing the internship letter
- ✓ Name of the intern
- ✓ Company name issuing the letter
- ✓ Internship period (from and to)
- ✓ Project name and details
- ✓ Best wishes to the intern
- ✓ Name of project manager and signature

CELEBRATE! Hold a Farewell Reception (Recognition)

Like the start of the internship with a social outing, the end of the internship, too, is a moment to celebrate. After all, there is a lot worth celebrating!

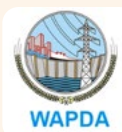
Hopefully, the interns have made some meaningful contributions to the organization's business. They have been working hard on their assigned projects and tasks. You may consider giving the interns a chance to present their end-of-internship reports at the reception. This could be a great opportunity for the intern to share their work with people from other departments; including managers and members of the senior leadership.

If your organization issues the Internship Certificate, you may even plan an "award" ceremony. The valuable certificate endorses the interns' experience, skills and performance.

Some organizations give their interns souvenirs at the Farewell Reception. This is completely up to the organization. Make sure that it is something appropriate. The organization's novelty goods, such as pens with the logo, are also appreciated. Professional stationery items, such as business-card holders and portfolios, make for nice presents.

Additionally, if the Supervisor/Mentor was hugely impressed by the efforts and contributions of the interns and the organization's business benefited greatly from what they did, the company may want to give a special recognition through an award or prize. If the internship was more of a challenge, then that, too, should be taken into consideration.

WePOWER Partner Example 21.A



WAPDA (Pakistan) organized an Internship Closing Ceremony

In April 2022, WAPDA organized a prestigious event to acknowledge the meaningful journey of young interns and future leaders under the WAPDA Internship Program. Interns were awarded with certificates and shown appreciation for their efforts and contributions. Female interns were highly encouraged to pursue their careers in the Energy sector. All WAPDA mentors participated positively, shared their experiences and congratulated the interns.

3.21.1. Tool 35 [Template for Interns] Intern's Satisfaction Survey About the Internship Program



Instructions: For interns. Rate the following aspects of your internship experience using this scale:

**1=Unsatisfactory, 2=Improvement Needed, 3=Meets Expectations,
4=Exceeds Expectations, 5=Outstanding**

* If it is not applicable to your internship program, please select N/A.

Evaluation date: _____

Intern's information:

Name: _____

Internship title/role: _____

Academic semester (fall, spring, summer) and year, if any: _____

Academic institution's name, if any: _____

Supervisor information:

Name: _____

Title: _____

Organization name: _____

1. Would you work for this Supervisor again? Yes _____ No _____ Uncertain _____

2. Would you work for this Mentor again? Yes _____ No _____ Uncertain _____

3. How satisfied are you with your internship experience? On a scale of 1 to 10 []

What is the primary reason for this score?

4. How likely are you to recommend this internship program to someone? On a scale of 1 to 10 []

What is the primary reason for this score?

5. How satisfied are you with the projects you are working on? On a scale of 1 to 10 []

What is the primary reason for this score?

**6. How satisfied are you with the professional development opportunities offered in this program?
On a scale of 1 to 10 []**

What is the primary reason for this score?

7. Feel free to explain any of your responses to the above criteria here.

** Source: True, Michael. Starting and Maintaining A Quality Internship Program, 5th Edition. Grantham, PA: Messiah College. Modified*

3.22. Attribute 22. Stay Connected with Interns Post-Completion



There are many ways in which the host organization can stay connected with interns while building its brand and supporting the organization's future workforce. Both parties can thank each other for the internship experience and choose to stay in touch for other reasons.

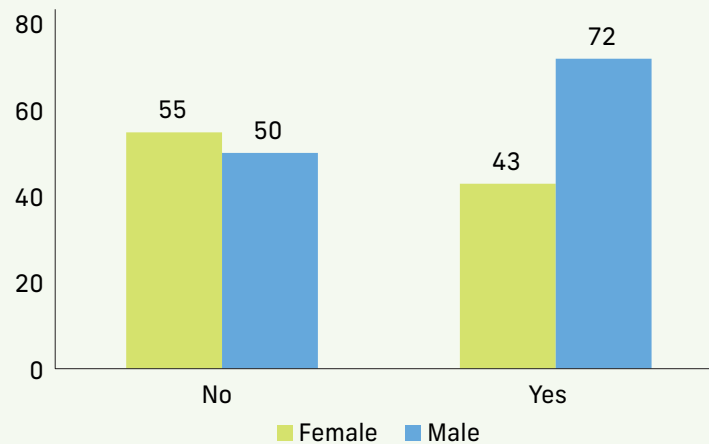
WePOWER Students' Questionnaires found that almost half of them are in touch with the organization after the internship, but another half are not. (Box 22.A: WePOWER Questionnaire for SAR Engineering Students on Internship #35)

Box 22.A: WePOWER Questionnaire for SAR Engineering Students on Internships #35

Did/does the company continue to keep in touch with you after the internship program?

Almost half of the respondents keep in touch with the organization

- However, more male respondents (over 1.6 times more than women) do so.



Build your brand - share success stories

Capturing internship success stories can be a great marketing tool for the organization when recruiting future interns or employees. Increase visibility on social media, the company website and educational institutions through panels, practice interviews, résumé reviews, career advice, special drop-in events and more. The organization could:

- ✓ Collect and share the intern recommendations.
- ✓ Create marketing materials with photos of interns in action.
- ✓ Share concrete internship stories, especially about women engineers.

Foster a community of female ex-intern cohorts

Ensure that members of the Female Cohort are in touch with each other and former cohorts through social media platforms – i.e., Facebook or LinkedIn Groups, or WhatsApp. These women will be crucial in drawing more female interns to the organization.

Consider hiring?

If the Supervisor/Mentor determines that an intern is a good match for the organization, it may want to offer a job to the person in question. Do not leave things to chance. Tell them if there is a chance of full-time employment.

The WePOWER Internship Working Group partners answered that 6 organizations have the possibility to hire interns as employees, but 4 organizations consider interns as being separate from employees (Box 22.B: WePOWER Internship Working Group Survey #2.5).

Box 22.B: WePOWER Internship Working Group Survey #2.5

Does your institution have the possibility to hire the interns as employees in future?

Yes: 6 organizations, No: 4 organizations.

Yes - there is a possibility to hire some of them in future



No - the interns are separate from our employment



(A total of 10 organizations answered).

Other possibilities

The organization should retain contact information of interns. One should ask if there are opportunities to meet face-to-face. It all starts with knowing what the organization wants next and devising a plan to achieve those outcomes.

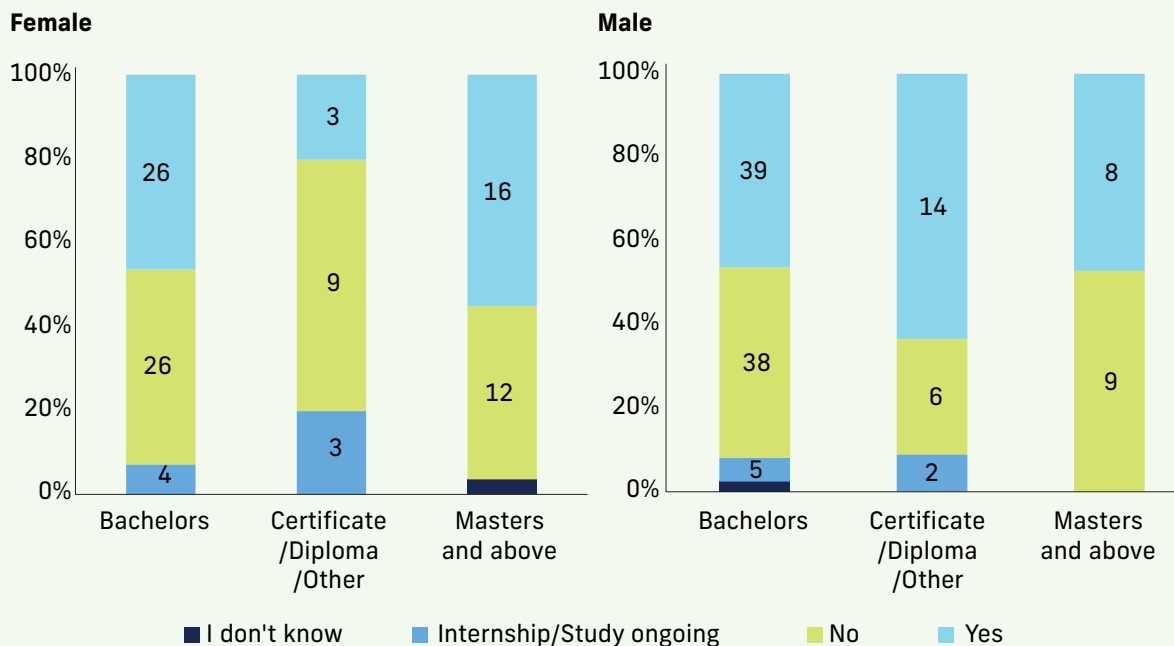
Organizations can continue to support interns on their path to professional excellence and growth:

- The Supervisor/Mentor may stay connected and continue to mentor and counsel the intern.
- The Supervisor/Mentor and/or the Internship Coordinator may also introduce other professional contacts to the interns.

Box 22.C: WePOWER Questionnaire for SAR Engineering Students on Internships #36

Did you get a job after the internship program (before the WePOWER Internship Program was introduced)?

About 50% of male respondents and 45% of female respondents reported that they got job after the internship program. A total of 20% got a job from the organization where they received an internship.

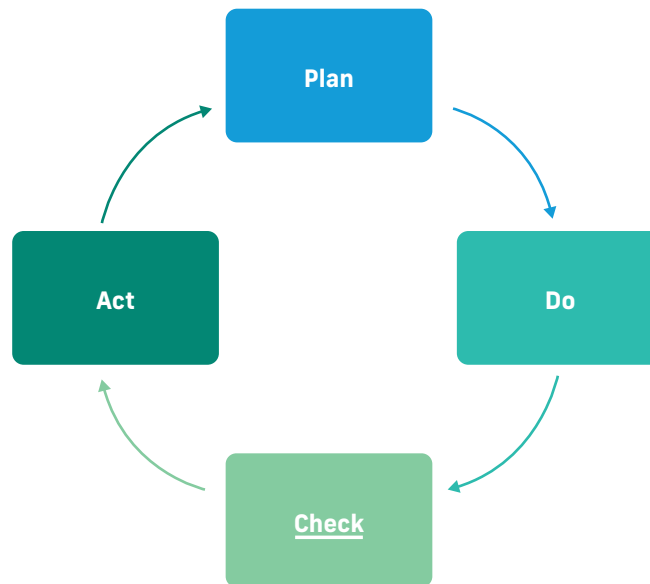


3.23. Attribute 23. Monitor and Analyze Key Indicators for Next Cohort



The organization should do a post-completion assessment of the internship program to make improvements for the next cohort. Following the PDCA Cycle (see Figure 3.23.1), the CHECK function is essential to improve the program.

Figure 3.23.1: PDCA Cycle



Utilize the data to improve future iterations of the program. Feedback from internship supervisors and team members will be crucial. These evaluations will help the host organization improve the program by finding out what works and what does not.

Determine your indicators for the success of the Internship Program

What does an organization prioritize in the internship program? Setting the organization's key indicators defines an internship program's value. WePOWER recommends the organization set indicators in areas it would like to prioritize, so that one can determine what needs to be in place for the next cohort. For example, if the company wants to prioritize increasing female participants, it may want to look at the # of female interns hired and the # of female interns who completed the program. The satisfaction of the Supervisors/Mentors and interns from the exit surveys can also provide valuable insights.

WePOWER provides a basic indicator set. Please follow these indicators in addition to indicators in areas the company wants to focus on.







- [Tool 36 \[Template\] WePOWER Internship Program Key Indicators](#)

3.23.1. Tool 36 [Template] WePOWER Internship Program Key Indicators



Indications: For organizations. Take data and utilize/manage them on the following indicators. In addition, set the organization's indicators in the prioritized areas and add below.

		Previous Cohort Results		This Cohort Results		Next Cohort Targets	
		Men	Women	Men	Women	Men	Women
Input indicators							
# of intern positions (to be hired, seats)	Technical						
	Non-Technical						
# of contacted schools/ universities	Technical						
	Non-Technical						
# of applicants for the internship	Technical						
	Non-Technical						
# of intern participants who joined the orientation	Technical						
	Non-Technical						
# of Supervisors assigned in the organization	Technical						
	Non-Technical						
# of Mentors assigned in the organization	Technical						
	Non-Technical						
# of participants who joined the anti-sexual harassment training	All Employees						
	Interns						
# of interns who developed a Workplan	Technical						
	Non-Technical						
# of interns who evaluated their deliverables	Technical						
	Non-Technical						

		Previous Cohort Results		This Cohort Results		Next Cohort Targets	
		 Men	 Women	 Men	 Women	 Men	 Women
<i># of interns who joined the farewell reception.</i>	Technical						
	Non-Technical						
Output indicators							
<i># of interns hired</i>	Technical						
	Non-Technical						
<i># of interns who completed the program</i>	Technical						
	Non-Technical						
Outcome indicators							
<i># of interns who scored the internship satisfaction over 8 (Tool 34 Intern's Satisfaction Survey about the Internship Program, Question 3)</i>	Technical						
	Non-Technical						
<i># of interns hired by the organization as staff following organization's recruitment policy</i>	Technical						
	Non-Technical						
<i># of interns hired by another company/organization</i>	Technical						
	Non-Technical						



Authors: WePOWER Internship Working Group

Contact information: WePOWER Interim-Secretariat

wepower@worldbank.org

<http://www.wepowernetwork.org/>

South Asia Gender and Energy Facility, The World Bank

Gunjan Gautam Sr. Energy Specialist

Yukari Shibuya Sr. Youth and Gender Specialist