

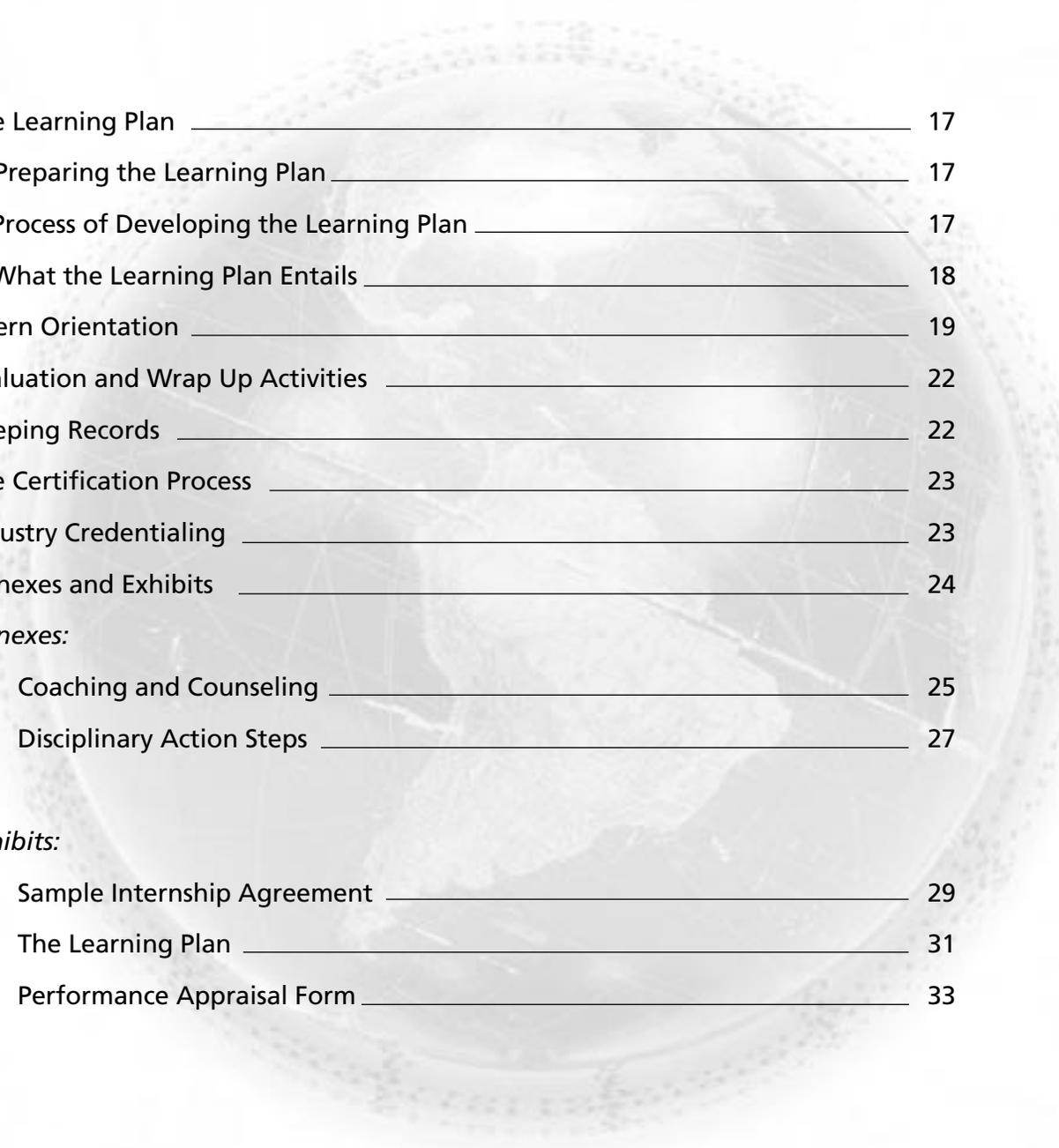
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# FOREWORD

This guide has been prepared for Managers, Supervisors and Mentors participating in the Caribbean Tourism Internship Exchange System (TIES). A companion Guide has been prepared for Interns. TIES has been set up to organize and rationalize the sourcing and awarding of Internship opportunities in the Caribbean region.

The internship process is considered one of the most cost effective ways of fast tracking and upgrading the professional development of a large number of workers and students in the Tourism and Hospitality Industry.

Each Internship is designed to meet the training needs and career goals of the individual tourism worker, educator or student and Internships will thus vary in duration and content. The challenge of TIES is to match the opportunities with the Interns' and host organizations' needs across the participating countries and to provide a high quality learning experience on a sustained basis.

## DEFINITIONS

### Host Organization

Host organizations are in Tourism/Hospitality establishments in the Caribbean and elsewhere that receive Interns and provide them with the desired learning experience.

### Intern

Interns are students or past students, tourism employees, entrepreneurs, and tourism educators and trainers who undertake a practical learning Internship or attachment to enhance their overall professional development, knowledge and skills.



### Types of Interns

The TIES programme recognizes three main types of Interns:

#### Industry Worker

These are candidates employed by an entity in the Tourism or Hospitality sector at any level.

#### Student

These are candidates enrolled in, or soon to be enrolled in a Tourism/Hospitality related programme at a recognized educational institution.

#### Tourism Educator

These are candidates engaged as Tourism or Hospitality Educators, or Trainers in any Tourism/Hospitality enterprise or educational institution.

### Mentor or Supervisor

A Mentor or Supervisor is the person assigned by the Host Organization to guide, support and assist the Intern with achieving the Internship goals.

Essentially, an Internship is the placement of a trainee in a new work situation on a temporary basis, for the purpose of developing the trainee's overall understanding and professional competence.



# 1. WHAT IS AN INTERNSHIP?

It is an intensive, short term placement from which the Intern gains valuable work experience, information and new ideas on how to enhance his/her work performance, by means of being exposed to another, usually more challenging working environment. The intention is that these new ideas will be adapted to the Intern's work situation. The Internship stimulates the interest and enthusiasm of an individual and prepares him/her to take up greater responsibilities.

Each Internship is uniquely tailored to the needs of a particular intern and fully takes into account the professional or training needs of the candidate as well as his or her particular learning circumstances.



## Tips:

### An Internship is successful when:

-  the Intern learns new skills and abilities, changes attitudes, lives new experiences and increases confidence and self-awareness
-  the Host organization fertilizes itself with the new ideas, fresh points of view and improves the work environment by motivating its employees as a result of the Internship
-  elements of college or work programmes are integrated with various industry practices and policies

## 2. THE TOURISM INTERNSHIP EXCHANGE SYSTEM (TIES) PROGRAMME

The Caribbean Tourism Internship Exchange System (TIES) is a network of tourism and hospitality related institutions and companies working together to provide experiential learning opportunities for students, tourism/hospitality workers and educators. The network, launched in 1999, is governed by the Caribbean Tourism Human Resource Council (CTHRC) which is itself an institution chartered by mandate of the Association of Caribbean States, endorsed by the CARICOM Heads of Government, and which operates under the auspices of the Caribbean Tourism Organization (CTO). TIES has a regional coordinating body which reports directly to the CTHRC. The Pontificia Universidad Católica Madre Y Maestra (PUCMM), located in the Dominican Republic, serves as the regional coordinating body of TIES and has managed the network from its inception.

### 2.1 The Overall Goal and Objectives of TIES

The overall goal of the Tourism Internship Exchange System (TIES) is the development of the Caribbean Tourism/Hospitality Industry, as a means of sustaining the economic development of the region, increasing productivity and providing employment for the region's population. TIES seeks to enhance the overall competitiveness of the Caribbean region by providing experiential learning opportunities to workers and educators in the tourism industry, as well as students pursuing tourism and hospitality studies. TIES is concerned with the facilitation of Internships on a sustainable and coordinated basis for the region.

TIES will plan and coordinate the placement of Interns – both industry workers and students – at host organizations regionally and internationally; it will promote the value of Internships and provide or organize local supervision of the Intern or Worker.

#### Specific objectives include:

1. Determining the need for Internships in different areas of operation in the tourism sector
2. Matching the needs for professional development with the opportunities for Internships locally, regionally and internationally
3. Training a cadre of professionals to fulfill the role of mentor
4. Developing systems of accreditation to achieve recognition from industry and academic institutions which then assign specific value to the Internship
5. Promoting an understanding of the benefits of Internships and sponsorship
6. Contributing to the objectives of the host and beneficiary organizations

## 3. THE BENEFITS OF AN INTERNSHIP

### To Interns

Professional development of the Intern is the primary objective. This is defined as the process by which Interns will:

- Increase their understanding and knowledge of the job and the industry;
- Improve their managerial and leadership skills and abilities;
- Exhibit improved performance in their current positions;
- Be better prepared for possible openings in more senior positions that may soon arise.

Professional development is focused, results-oriented and practical. It will be possible to measure the Intern's progress within the agreed time frame, using the approaches and tools suggested in this guide. Success in professional development will be defined as accomplishment of the Intern's Learning Agenda.

### To Hosts

While the programme of Internship is designed for the professional development of students and workers, participating organizations stand to benefit substantially from:

- The special skills and experiences of the Interns;
- The motivation to excellence by their own staff from the presence of the Intern as a trainee;
- The sharpening of the coaching and counseling skills of their senior staff;
- The promotion of their properties;
- Assisting in the development of a regional pool of trained workers from which they can potentially draw.

## 4. FEE FOR TIES SERVICE

TIES seeks to achieve a sustainable Internship structure in the region, which facilitates the securing of Internship opportunities and provides a level of financial support to the Intern.

To continue a level of financial assistance to Interns on a sustained basis, Interns and/or their organizations and companies are required to pay a service fee to TIES which goes back into a revolving fund for use by future Interns. This service fee differs for students, employees and educators.



## 5. SUCCESS FACTORS

The success of the programme will contribute to:

- Demonstrating the importance of training and internships in increasing the global competitiveness of the Caribbean Tourism Industry;
- Opening up new opportunities and avenues for the professional development of Caribbean workers;
- Preparing workers for the jobs available and potentially available in the tourism sector;
- Ensuring the experience and expertise of successful industry employees are shared with others;
- Equipping workers for greater responsibility and thus higher positions;
- Training promising candidates for industry leadership;
- Sharing skills and expertise among Caribbean businesses and organizations;
- Encouraging excellence among industry workers.

## 6. VARIOUS TIES PROGRAMMES

There are four types of programmes under TIES:

1. **Internship Programme:** Three months work experience in a hotel or tourism company following a learning plan

**Conditions:** CARIFORUM nationals are eligible for a full scholarship that covers airfare, accommodation and board or Stipend Health care. Non-CARIFORUM nationals can apply.

Partner: TIES constituencies

Applications can be submitted at any time

2. **Work & Study Programme:** Three months work and study experience combining hands-on training and formal education

**Conditions:** CARIFORUM nationals are eligible for a full scholarship that covers airfare, accommodation and board or Stipend Health care. Non-CARIFORUM nationals can apply.

Partner: St. Pol de Mar Hotel School, Barcelona, Spain - Specialization in Food and Beverage Management; Valencia Hotel School, Valencia, Spain – Specialization in Culinary Arts

Contact TIES Secretariat for programme dates

3. **Work & Languages Training Programme:** Three months work and study experience combining hands-on training and formal education in languages.

**Conditions:** CARIFORUM nationals are eligible for a full scholarship that covers airfare, accommodation and board or Stipend Health care. Non-CARIFORUM nationals can apply.

Partner: England and France

Contact TIES Secretariat for programme dates

4. **Job Attachment Programme:** One month's intensive work experience with a high quality tourism entity.

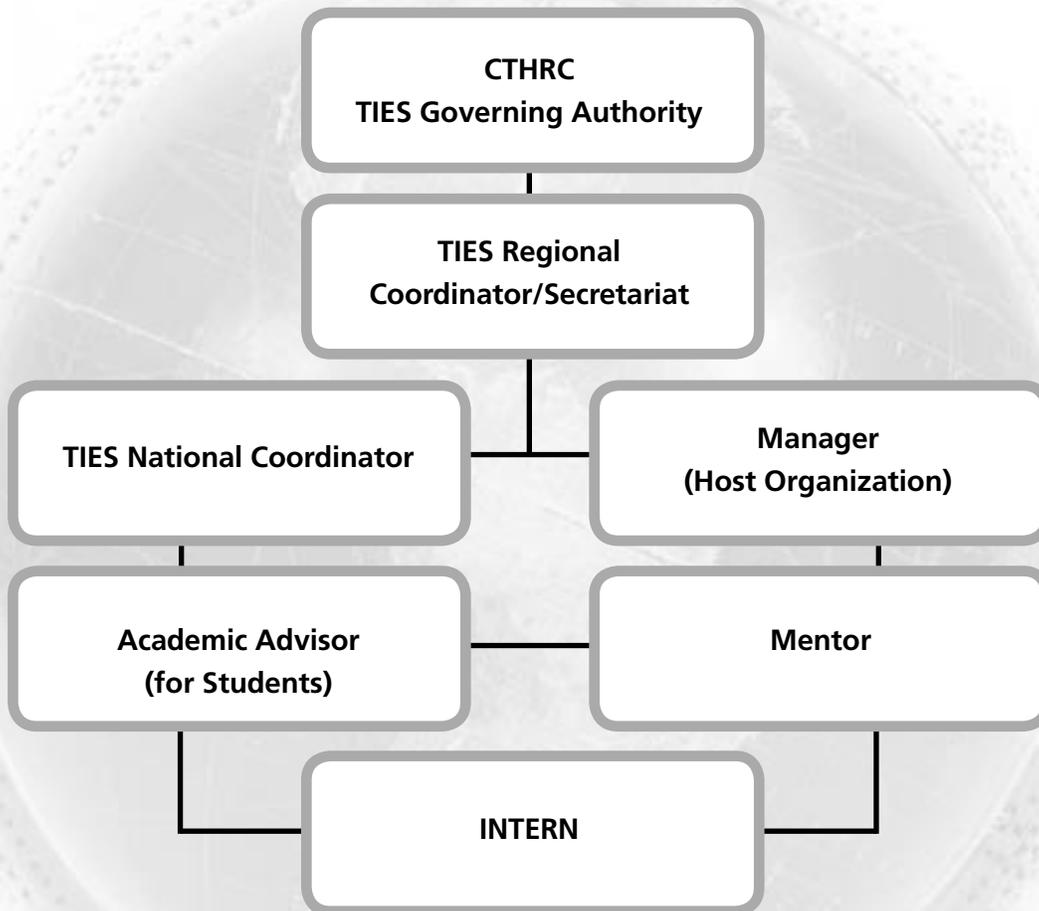
**Conditions:** Same as Internship programme. Limited only to professionals and managerial level.

Partner: TIES constituencies

Applications can be submitted at any time

## 7. ROLES AND RESPONSIBILITIES

The following are the main players in the Internship Program and how they relate to each other:



The success of the programme is primarily dependent on the successful interaction among these players. Thus, unity of vision around what the goals of the programme are, and how they should be realized, is essential.

If the Intern is a student rather than an employee, a key player would be his/her academic advisor, or lecturer at the college or university. The Intern would develop his learning plan (see Exhibit 2) in collaboration with this advisor who would assist in defining the learning goals, planning the research component and interacting as much as possible with the Mentor, and determining the grade appropriate to the Internship programme. The following role descriptions are proposed to facilitate that process.

## The role descriptions of the main players in the TIES programme:

### 7.1 Caribbean Tourism Human Resource Council - TIES Governing Authority

The role of CTHRC is to:

- Establish policy guidelines governing TIES
- Source funding for the programme
- Review and approve the TIES annual work programme and budget
- Determine the eligibility criteria and guidelines for internships
- Determine the priority areas for internships based on needs assessments
- Determine the staffing needs of the Secretariat
- Assist in selecting institutions to serve as national coordinating institutions
- Evaluate the performance of TIES

### 7.2 TIES Secretariat/Regional Coordinator

The TIES Secretariat/Regional Coordinator for the programme is responsible for the overall administration and coordination of the programme. Additional main responsibilities include:

- Establishing and maintaining operational systems/procedures for advancing the objectives of TIES
- Clarifying institutional and programme policy issues as necessary
- Preparing and receiving reports
- Public relations
- Organizing training for mentors

The work of the TIES Secretariat is supported by National Coordinating Institutions in each participating country. These are national institutions that assist in coordinating and monitoring the activities of the interns in the country, and generally help in monitoring the interns on the job. A national coordinator is appointed in each country.

### 7.3 National Coordinating Institutions & National Coordinators

The National Coordinator is the country-based representative of the TIES secretariat. National Coordinators in both the country of residence of the Intern and in the host country are involved in the organizing and delivery of an Internship.

Working within the general framework provided by TIES, the National Coordinator is expected to:

- Help identify local tourism organizations/companies willing to provide Internships
- Provide a general orientation for the Intern on arrival
- Identify suitable housing/host families to accommodate Interns, where necessary
- Liaise with the Manager, Mentor and the Intern to ensure that the agreed responsibilities are being fulfilled
- Collaborate with Mentors to design individual Internships
- Ensure all agreed timelines are maintained
- Monitor the achievement of goals
- Prepare interim reports for the Regional Coordinator's office
- Prepare a comprehensive completion report with recommendations for future action
- Communicate with each Intern on requirements for travel, payment arrangements, and other specific concerns the Intern may have
- Work with the Regional Coordinator to prepare a schedule of disbursements and the procedures for recording, reporting and verifying expenses
- Visit the Intern on site to evaluate and discuss progress and maintain telephone contact with the Intern.

(Current list of National Coordinators is available on the TIES website at [www.pucmm.edu.do/rties](http://www.pucmm.edu.do/rties))

### 7.4 The Host Organization Manager

The Host Organization Manager will be required to:

- Designate a qualified and responsive Mentor
- Facilitate the work of the Coordinators, the Mentor and the Intern
- Set up and brief an orientation team
- Create an environment of support and enthusiasm for the programme
- Demonstrate personal interest in the work of the Intern as far as possible
- Anticipate and deal effectively with possible sensitivities/conflicts/ misunderstandings which might jeopardize the successful outcome of the Internship
- Provide appropriately for the Intern's security and comfort
- Follow protocol for Intern and staff interaction
- Ensure timely submission of required reports

## 7.5 The Mentor

Several names can be selected for the person who is most responsible for ensuring the success of the Internship other than the Intern himself/herself: supervisor, trainer, coach, counselor, facilitator or mentor. The term 'Mentor' has been chosen because it best reflects the personal attention and the sharing of self that the job requires, and in essence includes the other labels.

The Mentor takes the Intern under his/her wing for the duration of the Internship, purposefully teaching the Intern all he knows, holding no secrets of the trade back, proudly expecting the Intern to be more proficient and knowledgeable at the job than he/she was at the start of the Internship.

The Mentor is also referred to as the internship supervisor. Although the person responsible for supervision of the Internship on the property need not be the Mentor, that person is most responsible for the learning agenda. It is possible, for instance, that the Mentor is a Chef, with whom the Intern spends most time and under whose tutelage he picks up the wisdom he needs for his professional development. We assume that in most cases the Internship supervisor will be the Mentor.



Throughout the Internship, the Intern will be assisted and guided by the assigned Mentor. The Mentor is there to help the Intern in several ways. These include:

- Giving a proper orientation to the company/organization and staff the Intern will be working with
- Drawing up with the Intern the learning plan and work programme for the duration of the Internship
- Introducing the Intern to people from whom he/she can learn
- Assisting the Intern with problems as they arise
- Discussing the Intern's progress and reports
- Agreeing on the weekly work schedules
- Supervising/coaching the Intern on a daily basis (see Annex 1 on "*Coaching and Counseling*")
- Keeping under continuous review the progress of the Intern, measured against the learning objectives
- Serving as the link or facilitator between the Intern and other department heads and members of staff
- Taking any appropriate measure which will contribute to the success of the Internship
- Evaluating the process and results.

## 7.6 Qualities of a Mentor

The box below indicates the skills and aptitudes of good Mentors.

MENTOR SKILLS AND APTITUDES	
SKILLS	APTITUDES
<ol style="list-style-type: none"><li>1. Management</li><li>2. Organizational</li><li>3. Listening</li><li>4. Communication</li><li>5. Delegating</li><li>6. Human Relations</li><li>7. Skills specific to the areas of Internship</li><li>8. Problem solving</li><li>9. Teaching</li><li>10. Coaching</li><li>11. Counseling</li><li>12. Evaluation</li></ol>	<ol style="list-style-type: none"><li>1. Patience</li><li>2. Understanding</li><li>3. Vision</li><li>4. Empathy</li><li>5. Motivational</li><li>6. Confidence</li><li>7. Fairness</li><li>8. Enthusiastic</li><li>9. Sensitive</li><li>10. Passionate</li><li>11. Considerate</li><li>12. Team player</li></ol>

## 7.7 The Intern

The Intern plays the key role in the Internship programme. As in any adult learning environment, the main responsibility for learning falls on the learner. His/her effort, interest and application will largely determine how well the Internship works and how much he/she will benefit from it.

Prerequisites which the Intern must satisfy:

- Compile Resumé
- Define Internship goals
- Compile and continually review Learning Agenda
- Become familiar with the Internship Assessment Criteria
- Attend all briefing sessions on the Internship
- Indicate any special requirements (e.g. health, diet, travel)
- Meet any required financial obligations



### 7.7 The Intern (cont'd)

In addition, while on Internship, the Intern should give full continuous attention to the agreed responsibilities on this job and function professionally in discharging such responsibilities. He/she should also:

- Recognize the wider goals of the programme, and, therefore, his/her responsibility to future Interns
- Cooperate fully with the other participants in the programme
- Maintain a daily log of activities/observations
- Measure work progress against personal and programme goals
- Clarify processes/procedures with the mentor on a continuous basis to ensure the smooth running of the programme
- Keep in contact with TIES through the national coordinator
- Report any difficulties in time for corrective action to be taken
- Not terminate the placement without prior consultation with the national coordinator
- Exercise time management skills in order to cope with the working environment and to complete agreed schedules and assigned tasks
- Be positive, show enthusiasm and willingness to learn and work
- Display an optimistic and professional attitude at all times

During the period of Internship, the Intern is advised to see himself/herself as an employee within the organization/establishment. It is also recommended that the Intern cultivates and maintains a professional approach towards his/her workplace assignment and regards the Mentor and Manager as his/her employers. That means the Intern must take the work seriously at all times, follow instructions given and serve customers and other employees with the greatest attention and respect.

### 7.8 The Academic Advisor

Student Interns may have an Academic Advisor from their College or University with whom he/she can share ideas before and during the Internship experience and who helps shape the learning plan. The student Intern's programme is an integral part of the academic curriculum for which credits are awarded.

The Academic Advisor may liaise with the Mentor or Manager, monitor the student's progress and may visit him/her on the job.

**Note:**

The University of the West Indies' Centre for Hotel and Tourism Management treats each 12-week Internship period as two (2) half courses. Final assessment of the Internship is based on the host organization's written report of the student's work and the student's own report on the Internship experience.

## 7.9 Mentor Training

**Mentor Training** is an important component of the TIES programme. Persons identified by their organizations as having the competence to mentor Interns will be invited to participate in special workshops on effective mentoring and coaching organized periodically by TIES.

The Mentor must be active in the design of the Internship and should therefore be familiar with all the considerations in the following section.



### Things a Mentor can do to assist the Intern

- Take the Intern along to important meetings, visits and events on and off the property.
- Take the Intern into his / her confidence on important matters so that the Intern feels part of the inner circle.
- Point out personality problems that may potentially play out negatively and hurt the Intern.
- Demonstrate rather than simply tell the Intern how to perform certain tasks that may pose difficulty.
- Select the tasks and projects assigned carefully so that the Intern can really learn from doing them.
- Avoid harping on errors and omissions, unless your words offer positive re-enforcement.
- Encourage and motivate the Intern with success stories.
- Set timelines for tasks assigned and enforce them.
- Willingness to go the extra mile and help the Intern along with career decisions as well as with technical or job skills. That is why he/she must have a strong commitment to the interests of the Intern.
- Willingness to guide and advise the Intern without making him/her totally dependent on him/her. The Intern must seek his/her own solutions and avoid consulting with the Mentor for direction in every little task he/she has to undertake.
- Be the Intern's principal contact point for the duration of the Internship, and see him/her through the setbacks and difficulties of the Internship.
- Discern and understand the make up of the Intern and motivate him/her to do his/her best.
- Continuously seek out or create learning opportunities for the Intern. Find ways to stimulate the Intern's imagination and challenge him/her to undertake creative activities.
- Arrange introductions with other senior staff to whom the Intern may be assigned for short periods during the Internship. The Mentor will of course continue his/her supervisory role during these periods as well.

## 8. INTERNSHIP SELECTION CRITERIA

**Who qualifies to be an Intern?** In the TIES programme the scope of opportunity is as wide as possible to allow many workers, students and educators to pursue their career or professional development goals. Internship criteria have been set up and must be met by all applicants desirous of taking advantage of the TIES programme.

To qualify for a TIES Internship, which provides a level of financial support, applicants must be:

- a. Caribbean nationals;
- b. One of the following:
  - Employed within the hospitality/tourism sector
  - Tourism/hospitality students at an accredited institution in the region
  - Hospitality/tourism trainers or educators
- c. 18 years or older (there is no upper age limit for Internships offered under a TIES programme)

To be successful, applicants must provide:

- All information requested on the TIES application form.
- A well articulated rationale for the Internship, with clearly defined goals and learning outcomes
- A letter from his/her organization or school supporting the application and reinforcing the learning outcomes outlined by the applicant
- A job description (where applicable)
- Copies of any academic/training certificates held by the applicant
- A police certificate of character and health certificate
- A job related reference or reference from an educational institution

Admission Forms are available from the TIES Regional Coordinating Officer in the Dominican Republic, the National Coordinators and the CTHRC Secretariat at the CTO Headquarters in Barbados.

TIES also facilitates Internship opportunities for persons from outside the Caribbean region, at a fee for this service. However, priority will be given to Caribbean nationals.

A letter confirming the Internship will be sent to the successful applicant detailing the terms and conditions of the placement.

## 9. TYPES OF INTERNSHIPS

As stated earlier, Internships may fall into many different categories and the Intern should know the details or specifications of the Internship he/she is accepting. Job attachments and exchanges may also be referred to as Internships, and essentially they are, as they both have the objective of providing experiential learning to an employee or student, in a new environment, on a short term basis.

The types of Internships to be offered are:

**Internship Programme:** Three months work experience in a hotel or tourism company following a learning plan.

**Work & Study Programme:** Three months work and study experience combining hands-on training and formal education.

**Work & Language Training Programme:** Three months work and study experience combining hands-on training and formal education in languages.

**Job Attachment Programme:** One month's intensive work experience with a high quality tourism entity.



## 10. MATCHING THE INTERN TO THE INTERNSHIP

Most people would seize the opportunity to have an Internship experience within a professional organization. Thus they may not give as much thought to the nature of the opportunity before accepting it. It is wasteful both to the Intern and the sponsors if, after it is awarded, it is found not to match the qualifications and needs of the Intern. It is the responsibility of TIES to ensure that the qualifications of the Intern match the requirements of the Internship, before the award is made.

### **Win-win**

A perfect match is a win-win situation for the Intern and the host organization.

**Internships benefit the employer as well as the Intern.** In addition to high levels of motivation and enthusiasm, the trainee may bring to the temporary workplace a wealth of knowledge and new methodologies, which is passed on to host staff during the Internship.

**The Internship must match the needs of the Intern.** It must add real value to his/her present knowledge and skill base, otherwise it offers no advantage other than a pleasant break from his/her normal work. It must allow the Intern to put into practice his/her knowledge and skills and must meet his/her career or professional goals.

An Intern must not be used as just another source of temporary, cheap labour for an employer.

The real benefit from the Internship will be realized only if the Intern seizes the learning opportunity and applies himself diligently. This involves preparation before the Internship commences, application during the Internship itself, and willingness to apply what is learned back on the job. The Mentor must ensure that the Intern meets the prerequisites himself/herself and applies himself/herself on the job.

Matching starts with a clear statement of the Intern's goals and objectives. The placement must fit these goals. It must allow the breadth of involvement that will ensure the goals are properly addressed. The host agency must have the facilities and environment that make it possible for the Intern's training needs to be met. The host organization must be fully informed of any personal circumstances, preferences or values of the Intern that may affect the conduct of the Internship or that may suggest the need to defer the placement.

## 11. CONTRACTUAL ARRANGEMENTS

There are administrative and logistical arrangements to be made in every internship.

Each internship represents a contractual agreement, based on trust, between the Intern and the Host Organization. Both parties are expected to meet their obligations under this contract. A standard form contract has been prepared by TIES for acceptance by the parties before the Internship begins.

TIES will not be held legally responsible for breaches of contract by either the Host or the Intern, although the Regional Coordinator's office will do all in its power, working through the National Coordinators, to anticipate and forestall any or all actions which may be prejudicial to the successful completion of the Internship.

Provisions are stipulated in the general code of practice for Internships, and will cover:

1. Provision of accommodation (where applicable)
2. Remuneration (where applicable)
3. Hours of work
4. Supervision
5. Use of facilities
6. Accidents
7. Adherence to the rules of the property
8. Termination



## 12. DURATION AND TIMING

It is mainly the responsibility of the Intern and his/her Supervisor to decide the duration and timing of the Internship based on the Intern's circumstances and learning needs. Internships can last from one week to three months. A student would have to relate the timing to the academic calendar, but a worker might have greater flexibility. Similarly the host organization must know if its special calendar of events can potentially disrupt or overshadow the Internship objectives.

This is particularly relevant because of the seasonality of the industry. There are some who feel that it is better for the Intern to come on board at a time when the business is not pressured by heavy customer traffic, that is in the off season, allowing for management personnel to give more attention to the Intern's needs. Others feel that the best time for the Intern to be there is when there is a lot of activity and he or she can be put into a challenging working environment, where there is more to observe and learn. There is validity in both positions, and the circumstances of each host organization will have to be carefully weighed to decide on the best option.

## 13. THE INTERNSHIP AGREEMENT

An Internship agreement between the Intern and the Host is important. A sample agreement is given at Exhibit 1.

The Agreement covers the following areas:

- The description and goals of the Internship
- Duration, commencement and completion dates
- Accommodation arrangements (where applicable)
- Remuneration offered (where applicable)
- Hours of work
- Contact details
- Intern obligations
- Reporting
- Termination
- Adherence to the rules of the property
- Termination or Dismissal (See Disciplinary Action Steps - Annex 2)

## 14. MULTIPLE INTERNSHIPS

There will be no restrictions on the number of Internships that may be awarded to an Intern. However, no individual Intern can benefit from a second scholarship, or bursary or other partial award from TIES within a three-year period.

An Intern may participate in more than one Internship concurrently over the three-month period, if agreed by the host organization(s).

## 15. EXTENSION OF INTERNSHIPS

If mutually agreed upon by the Host agency, the Intern and, if applicable, his/her employer or institution, the duration of the Internship may be extended beyond the contractual period. The Intern must submit a written request for extension to the TIES Secretariat on the prescribed TIES form.

An extension is formalized by a new agreement entered into between the Intern and the Host, which must be attached to the TIES Extension Request form.

The Host agency and/or the Intern will assume responsibility for any costs and obligations associated with the extension.

## 16. THE LEARNING PLAN

### **A. Preparing the Learning Plan**

Fundamentally, the Intern is undertaking this “hands-on” learning experience to enhance his/her own skills and attitudes and to learn the secrets of the trade. The best way to ensure that he/she gets maximum benefit from the Internship is to prepare a Learning Plan, detailing the outcomes and expectations of all concerned. (See Exhibit 2)

### **B. Process of Developing the Learning Plan**

At the beginning of the Internship, goals and expectations must be thoroughly discussed and agreed upon between the Intern, host organization’s Manager and/or Mentor.

The basic documents for review, which will be supplied by the Intern, include:

- Professional Resumé
- Current job description
- Targeted job opportunities
- Information supplied by the Intern's school, company/organization
- Internship Agreement

The parties should agree on the Intern's priority areas that need to be developed and the ways in which these can be addressed.

Intern performance objectives should be clearly stated and activities that meet each objective should also be detailed.

### **C. What the Learning Plan Entails**

The Learning Plan entails:

1. The learning objectives the Intern hopes to achieve - i.e. What is the Intern going to learn during the period of Internship?
2. The specifications that have to be engaged in to meet the learning objectives
3. The resource requirements needed to achieve the learning objectives
4. How the Intern and the host organization will demonstrate that the desired skills and competencies have been acquired.

## 17. INTERN ORIENTATION

Proper orientation of the Intern is critical to the success of the programme. A number of things are achieved by the orientation. The newcomer is:

- Welcomed and introduced to the company and its staff;
- Presented with an information kit on the company/organization, and the country;
- Made familiar with the working environment;
- Made comfortable in his/her new situation;
- Made to feel part of a supportive team;
- Motivated to make the most of the internship.



### Who should be involved?

**The National Coordinator** provides an orientation for the Intern. This Orientation includes:

- General welcome
- Familiarization with TIES policies and procedures relevant to the Intern
- General expectations
- Information on public transportation and accommodation arrangements (where applicable)
- Useful country information eg. map, bank hours, routes (where applicable)
- Emergency contact information
- Helpful hints on safety, shopping, banking hours, etc.
- Introduction of the Intern to the host organization

**The host organization** will also prepare an orientation programme for the Intern, which will be delivered soon after arrival at the company/organization. It will have several elements:

- Introducing the Intern to managers, staff in different departments and to his/her immediate supervisor/mentor
- Providing the Intern with information on the organization and its culture, including its procedures, rules and regulations
- Familiarization with the work environment and the host country

The Orientation serves several purposes:

- Breaks the ice and puts everyone at ease
- Ensures unified expectations
- Prepares the employees to receive and assist the Intern
- Familiarizes the Intern with the organization and the people he/she will be working with
- Clarifies any issues or concerns which the Intern might have about the placement
- Informs the Intern of the company resources available to assist him/her and how to access them

The Orientation session also ensures that the Intern:

- Has a clear understanding of the programme elements
- Has accepted his/her responsibility as a learner/participant in the programme
- Recognize the value of the programme itself, and what he/she has to bring to the programme

### Tips:



It is better to have an orientation team. It conveys the importance attached to the exercise and inspires the Intern to give full commitment.

The Company or organizational head, the officer responsible for personnel, the Mentor and the company Internship coordinator should be on the team. These persons, as the first welcoming party, demonstrate an early interest in the welfare of the Intern and the success of the programme.

To set an environment conducive for the internship, the Manager or his/her designate should:

- Discuss the philosophy of the operation/organization;
- Describe the Company's rules (dress code, punctuality, handling of guests, etc.);
- Set clear expectations;
- Discuss the roles and jobs of other members of staff;
- Involve the Intern in important discussions;
- Make sure the Intern has the 'tools for the job';
- Provide adequate, comfortable accommodation and facilities (where applicable);
- Recognize and affirm contributions;



**NB.** This environment should be established from the outset.

## Memo

### Points to emphasize in briefing sessions

-  The organization is to provide an adequately supervised, professional and meaningful work experience for the Intern
-  The Internship is to provide varied work responsibilities to the Intern
-  The organization may expose the Intern to several company departments, but particularly to all aspects of the operations of the departments to which the Intern is specifically assigned
-  The Intern is to give full and continuous attention to the agreed responsibilities and to function professionally in discharging his/her responsibilities
-  The Intern is to prepare accurate logs and reports on a weekly basis
-  The Intern will be treated as a member of staff and is expected to conduct him/herself according to the organization's rules and regulations.
-  Both Intern and host should recognize the wider goals of the program and therefore their responsibility to the CTHRC/TIES for the programme's success.



## 18. EVALUATION AND WRAP UP ACTIVITIES

Evaluation is usually thought of as a concluding activity. However, in an Internship, the Intern's work and progress should be monitored and evaluated on a continuous basis, the objective being to steer the Intern away from mistakes or correct things that he/she has done wrong. The idea is not to punish, but to facilitate learning. Failure in a task is permissible; not learning the relevant lesson is not. The Intern should welcome evaluations, positive or negative, because it is only from honest acceptance of areas of weakness that change and improvement can come.

The Mentor must provide the Intern with timely feedback on his/her performance. The Intern must be able to use the feedback to change course and to perform better if necessary.

At the end of the Internship, the Mentor will be required to prepare the final Performance Appraisal Report (see Exhibit 3). The Mentor will complete the form and discuss it with the Intern before submission to TIES. The Mentor may, if he/she desires, submit a separate confidential report.

How effective the Internship was in terms of transferring knowledge and skills to the Intern, will be demonstrated in the case of an employee, when the Intern is back on his/her job. What is being evaluated at the end of the Internship is how the Intern performed in relation to the stated learning objectives. It is, therefore, best for progress to be evaluated against objectives throughout the Internship period, jointly by the Intern and the Mentor, allowing time for corrective measures suggested by the review.

## 19. KEEPING RECORDS

The Intern must strive to achieve high standards of performance and cultivate a professional attitude towards work.

He/she must show proof of such performance by keeping proper records of activities and achievements. These records will later facilitate the reporting and evaluation that needs to be done. A report must be submitted by each Intern to the National Coordinator on completion of the Internship. Several records are proposed including:

- **The Performance Appraisal Form (Exhibit 3):** can be used by the Intern to assess how he/she is performing in various areas. The Intern's Mentor or Supervisor will use this form to assess overall performance on completion of the Internship.
- **Weekly Log:** a weekly record of major activities, tasks, visits, lessons learnt. This is a helpful tool which can assist the Intern in writing his/her final Internship report.

## 20. THE CERTIFICATION PROCESS

The TIES programme is recognized as part of the Caribbean Tourism Learning System; the other components of which are institutional training and on-the-job training. One objective of the System is to provide the fullest possible accreditation or certification to the learner to allow him to advance to the highest possible level in his chosen field.

As part of the job qualification of the employee, the professional value of the Internship must be measured and graded. Assigning a grade or academic credit for the Internship is a shared responsibility between TIES, the Educational Institution offering certification and the Mentor who has assisted in developing the Learning Plan.

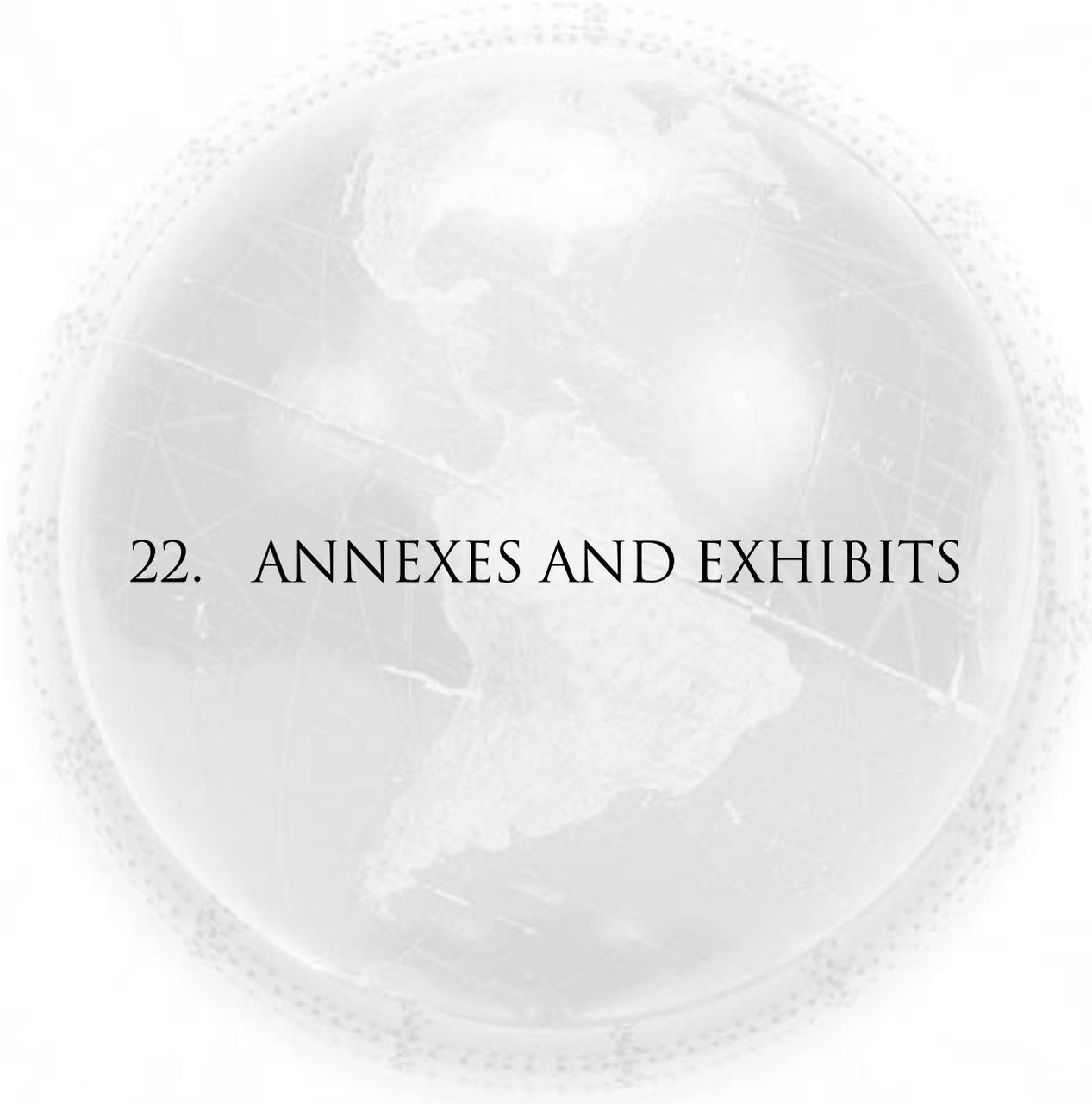
Interns who successfully complete their work programme will receive a Certificate of Participation issued by the Caribbean Tourism Human Resource Council.

Academic grading in individual cases will be based on general principles agreed by the University or College. The most objective consideration in assigning credits will be the amount of time (hours, days, weeks) spent Interning and successful completion of the objectives of the learning plan.

## 21. INDUSTRY CREDENTIALING

In addition to the academic certification that will be given to students, TIES will work with the industry-credentialing programme to determine a value for the Internship that is recognized by the industry. Therefore, industry credentials will be provided to all Interns.





## 22. ANNEXES AND EXHIBITS



**ANNEX 1**

**Coaching and Counseling**

Counseling and Coaching are recognized as the two principal methods of Mentoring a learner.

The two methods use many of the same basic skills and may seem to overlap at times. The problems or needs of learners are multi dimensional and not subject to a limited application of distinct tools. In practice a supervisor may shift from the counseling to coaching mode or vice versa several time in the same intervention. It depends on how he/she analyses the nature of the problem.

In both coaching and counseling the Mentor must have a clear understanding of the needs. Often the solution lies within the learner himself. This implies that the Mentor must have good communication skills and in particular that he is an attentive listener; he must the listen more than talk.

The following differentiates the two processes:

**Counseling:** A supportive process by a Manager to help an employee define and work through personal problems or organizational changes that affect job performance. MM

**Coaching:** A directive process by a manager to train and orient an employee to the realities of the workplace and to help the employee remove barriers to optimum work performance. MM

Root Cause	Symptom	Desired Approach
Lack of skill or knowledge about job responsibilities	Performance or problem	Coach
Personal problems and/or organizational changes affecting job performance	Performance problem	Counsel

Mentors should improve both sets of skills because trainees may have a combination of problems to overcome.

The following characteristics of Coaches and Counselors have been identified:

<b>Characteristics of effective Counselors:</b>	<b>Characteristics of effective Coaches</b>
<ol style="list-style-type: none"> <li>1. Treat employees feelings as facts</li> <li>2. Keep confidences</li> <li>3. Facilitate discussions</li> <li>4. Build employees self esteem</li> <li>5. Reassure employee who is insecure</li> <li>6. Support employee taking risks</li> <li>7. Solicit employees feelings , ideas, solutions</li> <li>8. Let employee make own decisions</li> <li>9. Care about employee</li> <li>10. Empathetic about employees feelings</li> <li>11. Help employee work out tough priorities</li> <li>12. Patient</li> <li>13. Give full attention to discussion, not distracted</li> <li>14. Make employee feel confident about his ability to solve problems</li> <li>15. Allow employee to vent dissatisfaction or concern with job</li> <li>16. Consider employees interests, skills and values when delegating work</li> <li>17. Consider employee's goals when discussing career options</li> <li>18. Allow employee to grieve over a loss, personal or professional</li> <li>19. Avoid acting like an expert on solving personal problems</li> </ol>	<ol style="list-style-type: none"> <li>1. Capitalize on employee's strengths</li> <li>2. Give employees visibility</li> <li>3. Provide freedom to do job</li> <li>4. Set standards of excellence</li> <li>5. Orient employee to company values and business strategy</li> <li>6. Hold employee accountable</li> <li>7. Protect employee from undue stress</li> <li>8. Encourage employee when he is discouraged or about to undertake new or difficult assignments</li> <li>9. Provide information about the company's and the employee's role in the attainment of company goals</li> <li>10. Make performance expectations and priorities clear</li> <li>11. Take time to build trust</li> <li>12. Provide appropriate training and support when needed</li> <li>13. Solicit and listen to ideas</li> <li>14. View employees as partners and critical to the success of the unit</li> <li>15. Serve as a good role model</li> <li>16. Won't let employees give up</li> <li>17. Don't divulge confidences</li> <li>18. Explain reasons for decisions and procedures and give advance notice of changes whenever possible</li> <li>19. Provide employees with regular feedback about their job performance</li> <li>20. Give employees credit when they deserve it</li> </ol>

**ANNEX 2****Disciplinary Action Steps**

The following are established procedures to reduce or eliminate disputes.

To avoid wrongful discharge suits follow the required Disciplinary Action Steps:

1. Verbal warning
2. Written reminder
3. Termination discussion

Situations in which immediate suspension may be considered are any violence or threats against life or health, well being, family or property of others made while on company property, at company functions or in other circumstances which may have adverse effects on the company's ability to do business. Other typical situations include:

- Theft of company property
- Intentional damage of company property
- Hostile relations with customers
- Criminal behavior
- Insurbordination



**EXHIBIT 1**

**Sample Internship Agreement**

Name of Intern \_\_\_\_\_  
 Address: \_\_\_\_\_

Telephone (h) \_\_\_\_\_ Telephone (w) \_\_\_\_\_  
 E-mail: \_\_\_\_\_ Alternate e-mail: \_\_\_\_\_

Contact Name and Information in case of emergency: \_\_\_\_\_

Name of School/Organization: \_\_\_\_\_

Name of Host Organization \_\_\_\_\_  
 Name of Host Organization Manager: \_\_\_\_\_  
 Name of Intern Supervisor: \_\_\_\_\_

Address: \_\_\_\_\_

Telephone: \_\_\_\_\_ Fax: \_\_\_\_\_  
 E-mail: \_\_\_\_\_

The Internship will be \_\_\_\_\_ weeks/months duration commencing on \_\_\_\_\_ and ending on \_\_\_\_\_, except as otherwise agreed in writing by the Intern, his permanent employer, and the Host Organization, during the course of the Internship.

The Intern is expected to work \_\_\_\_\_ days/hours per week and agrees to be subject to all the employee rules of the organization.

The Intern will/will not be provided with accommodation.

The Intern will be supervised by \_\_\_\_\_, the Mentor, who is the  
(Name)  
 \_\_\_\_\_ at the host organization.  
(Title)

Description of the Intern's Position or Assignment during the Internship: \_\_\_\_\_

Objectives:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

Major projects or assignments

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

Deliverables to be completed

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

The above is elaborated in the Learning Plan which forms part of this agreement.

During the period of the Internship the Intern will be remunerated as follows:

Salary \$ \_\_\_\_\_ Expenses \$ \_\_\_\_\_ as detailed in the attached schedule.

Either party may terminate the agreement with two weeks notice.

Monitoring and Evaluation

The progress and work of the Intern will be monitored by the Mentor and a performance evaluation will be undertaken on the prescribed TIES Evaluation form.

I have read the above and I agree to abide by the terms and conditions contained therein.

Signature of Intern: \_\_\_\_\_ Date: \_\_\_\_\_

Signature of Intern Supervisor: \_\_\_\_\_ Date: \_\_\_\_\_

Signature of Host Organization Manager: \_\_\_\_\_ Date: \_\_\_\_\_

**EXHIBIT 2**

**The Learning Plan**

Major Learning Objectives:

.....  
Intern's Name in Block Letters

- 1) \_\_\_\_\_  
\_\_\_\_\_
- 2) \_\_\_\_\_  
\_\_\_\_\_
- 3) \_\_\_\_\_  
\_\_\_\_\_
- 4) \_\_\_\_\_  
\_\_\_\_\_
- 5) \_\_\_\_\_  
\_\_\_\_\_

The activities to be completed to meet the above objectives are:

Objective 1:	Activities	Evaluation Criteria

Objective 2:


Objective 3:




**EXHIBIT 3**

**Performance Appraisal Form**

Name of Intern: \_\_\_\_\_

Period of Internship: From: \_\_\_\_\_ to \_\_\_\_\_

Period of Appraisal: From \_\_\_\_\_ to \_\_\_\_\_

Report completed by \_\_\_\_\_ Position \_\_\_\_\_

Date of Appraisal \_\_\_\_\_ Date Reviewed with Intern \_\_\_\_\_

Date agreed: \_\_\_\_\_

Objectives:	Achievements:
Objectives:	Shortcomings:

Criteria	Rating 1= Excellent 5 = Poor					Comments
	1	2	3	4	5	
Commitment to Internship goals and objectives						
Planning and goal setting: effectiveness in working with others to plan and implement activities						
Improvement in technical skill areas relating to professional goals						
Willingness to innovate, take initiative, and follow through						
Staff relations: ability to get along with other workers, to resolve conflicts and problems, to impart knowledge						
Guest relations – effectiveness in responding to guest needs and in dealing with complaints or problems						
Productivity and application to assigned tasks and work output during Internship						
Time management – ability to complete tasks on schedule, work under pressure and to handle multiple assignments at the same time						

Criteria	Rating 1= Excellent 5 = Poor					Comments
	1	2	3	4	5	
Ability to perform independently with minimum supervision						
Supervisory skills, ability to direct, motivate and maintain staff interest						
Effectiveness in team building, communication						
Effectiveness in delegating duties and in following up to ensure performance						
Ability to negotiate						
Ability to communicate, verbally and in writing, ability to make an appealing presentation						
Good judgement; ability to make sound, fair, impartial decisions and to diffuse or solve difficult problems						
Improvement in personal qualities, tidiness, dress, hygiene.						

