

Swiss Agency for Development and Cooperation SDC



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## SKILLS FOR TOURISM PROJECT • LAO/029

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# A Pathway to Employment A Good Practice Guide to Internships for Tourism and Hospitality TVET Programmes in Lao PDR

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Skills for Tourism supports greater public-private sector collaboration through enhancing engagement between public TVET and skills development providers and the tourism and hospitality private sector at local levels. As part of this, a model of good practice for student internships, along with local case studies and supporting documents, have been developed to facilitate improvement in the quality of the internship experience.

Skills for Tourism promotes sustainable and inclusive growth of the tourism/hospitality sector in Lao PDR, thereby contributing to poverty reduction. Through support to vocational education and skills development, it helps to bridge the gap between the large number of job-seekers in Lao PDR, particularly those from disadvantaged backgrounds, and the employment potential of the tourism and hospitality sector.

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# INTRODUCTION

**Tell me and I forgot, show me and I remember, involve me and I will learn**

This manual was developed for TVET internship coordinators, administrators, and industry supervisors involved in an internship programme. It is intended to serve as a guide and useful resource for planning and managing quality internship experiences that will enrich the educational experience of students on tourism and hospitality courses in Lao PDR.

Internships are supervised, practical training periods by which students studying tourism and hospitality can gain valuable practical experience prior to entering the world of work. Internships provide excellent opportunities for students to put into practice much of the knowledge and skills acquired during their studies in school and to gain first-hand knowledge of the tourism and hospitality industry. It is also an opportunity for employers to observe the student in the work environment and evaluate their potential for possible future employment.

Effective internships provide students with opportunities to develop an understanding of the wide range of working opportunities that exist in the industry in Lao PDR. They should be based upon formalised agreements, with common understandings and adequate orientations for all participants. Good internships are planned, structured, and evaluated by the student, internship coordinator and the industry supervisor.

## **Internships and the Tourism and Hospitality Curricula**

While it is possible to teach students how to undertake technical tasks, such as preparing food, serving dishes, checking-in guests and servicing a bedroom in a classroom 'laboratory', such work when it is undertaken out of the real-world context of a busy hotel, restaurant or travel agency can never fully replicate the realities of actual work.

Internships offer the opportunity to supplement classroom learning with real work-based experience. For example, the Diploma of Hospitality Hotel Operations includes objectives relating to working with colleagues and customers in which students are expected to learn how to:

- work effectively with colleagues and customers;
- work in a socially diverse environment;
- maintain effective quality colleagues and customer service;
- manage and maintain workplace relations;
- start conversations and develop good relations with colleagues and customers;
- provide professional support to colleagues.

These are all skills areas where classroom learning can give students initial preparation, but it is only through the real world of work-based learning that students can gain the confidence and competence to meet these objectives.

# THE VALUE OF INTERNSHIPS IN TOURISM AND HOSPITALITY EDUCATION

Students, industry employers and schools/colleges benefit from well-planned and structured internships.

## For students

Internships are an invaluable part of learning. Students should go to their internship with a sense of excitement and see it as an opportunity to practice and develop their practical skills, and to launch a successful career in tourism and hospitality.

Internships:

- provide practical hands-on work experience;
- enable the intern to apply classroom knowledge to real-time work situations;
- provide an opportunity to gain experiences in the different operational departments of tourism and hospitality businesses;
- give the student an opportunity to identify and meet individual goals and objectives;
- increase personal self-confidence;
- give the student an opportunity to mature as an individual and a future worker;
- enable the student to make informed choices about his or her career choices;
- make favorable impressions of open up potential employment opportunities.

## For businesses

The tourism and hospitality industry needs skilled employees in order to succeed in a competitive international environment. Internships have proven to be a highly successful method of identifying future talent while also contributing to the development of young people for the industry. Industry partners benefit by:

- developing a pool of talent from which to recruit once the students graduate from school;
- contribute towards the development of young people in the nearby area;
- gaining additional manpower during peak, high season times;
- establishing partnerships with their local TVET schools which gives businesses an opportunity to give feedback to the programme.



### For schools/colleges

TVET schools cannot provide young people with the fully rounded training they require without the support of effective internships. Learning in industry complements the learning that takes place in school. TVET schools benefit by:

- broadening the learning experience of students through the utilization of workplace resources and training;
- gaining information and exposure to the changing tourism and hospitality industry;
- helping to respond to individual differences in interests and abilities of students;
- establishing a cooperative working relationship between the school and the tourism and hospitality industry;
- providing interaction with professionals outside the school environment who are involved in the training of young people.

# ROLES AND RESPONSIBILITIES

Each party in the internship process should have clear roles and responsibilities. Here some possible key roles for the school Internship Coordinator, the Internship Provider and the student have been highlighted:

## **Internship Coordinators in TVET Schools**

The internship programme is the responsibility of the TVET school, through their Internship Coordinators and other designated teachers. The roles of the Internship Coordinator should be focused on ensuring that all students gain maximum learning benefit from their internships. The roles and responsibilities of Internship Coordinators can include:

- assisting students to identify employers who are interested in supporting learning through an internship and arrange contact with those employers;
- arranging a meeting or contact with employers to explain the procedures and processes related to the internship programme;
- developing written agreements between all parties;
- ensuring the employer and student have clear expectations about the skills and competencies which the student is expected to gain in the workplace, and that the student will be given the opportunity to acquire these skills and competencies;
- ensuring that students and employers are aware of reporting and assessment requirements;
- ensuring the student is 'work ready' and understands workplace behaviour and etiquette;
- ensuring that the student knows what to do in case of lateness to work, absence and/or an accident;
- making contact and ideally visiting each student at least once during the internship;
- providing support to the employer and student if required;
- organising for the assessment of students to take place where required and appropriate;
- being available as the first point of contact in case anything goes wrong and taking appropriate action in the event of issues/problems arising during the internship;
- receiving and collating internship reports from students and host businesses;
- reviewing the internship with students on their return, focusing on learning from the period spent with the host business;
- reviewing the internship process by meeting with Internship Supervisors from host businesses.

The primary role for industry partners is as part of the training process for students and businesses should see their roles and responsibilities in these terms. While students can be very valuable to businesses during busy times, acting as additional labour is not the main purpose of the internship.



## MATCHING INTERNSHIPS TO EMPLOYER NEEDS

Xieng Khuang IVET School holds pre-internship events to match employer demand with student availability and interest. These meetings cover a review of past internships, updates to curricula, student preferences, most appropriate timings for internships, business capacity for hosting interns and possible areas of work.

A noticeable outcome of this has been the adjustment to the internship timing - which now takes place during the tourism high season which works better for the host business, and the interns who gain much more exposure to customers and the real-time work environment.

At the same time, TVET schools need to understand the operational requirements of tourism and hospitality businesses and cooperate with them in a way that enables them to maximise learning benefits to students. These operational requirements may include:

- scheduling internships to coincide with periods of high season demand;
- ensuring that students are able to work shifts in the host business without constraints imposed by transport or accommodation issues;
- being available to employers in a timely manner to address student problems or issues that arise during the internship.

### Internship Supervisors in Host Businesses

The Internship Supervisor is the key person within the business who will coordinate and support the internship. It is important to identify a supervisor who will familiarise interns with the organization, provide assignments and serve as a contact person for questions. The roles and responsibilities of Internship Supervisor can include:

- liaising with the TVET school Internship Coordinator to establish and understand the objectives and expected learning outcomes of the internship;
- planning the induction and work schedule of the intern with these objectives and learning outcomes in mind; **TEMPLATE AVAILABLE**
- participating in the interviewing and selection of interns;
- assign relevant staff to work with the interns on a daily/weekly basis;
- meet with the interns, and monitor and assess student progress on a regular basis;



- complete the evaluation form for the TVET school as required;
- mentor and support student learning;
- address problems and issues with the student and/ or school authorities;
- counsel and advise the student about future work and career possibilities.

### Students

As well as supporting the learning experience, internships can be seen as a potential stepping-stone into a job after graduation. It is important that students approach their internships with such opportunities in mind and ensuring that students fully understand this is an important part of the briefing process.

Students should also have specific responsibilities during the internship and it is key that students understand and agree to these. Student responsibilities may include:

- understanding their learning objectives, and how these will be achieved;
- acting professionally, including dressing appropriately and maintaining accurate time-keeping; **TEMPLATE AVAILABLE**
- regularly meeting with the industry supervisor to discuss progress and objectives;
- notifying the industry supervisor in advance when unable to report to work;
- communicating with the industry supervisor and asking questions when unclear on matters;
- completing the log book/weekly journal and any other school requirements on a timely basis;
- thanking the business (orally and in writing) for the experience.

# THE INTERNSHIP PROCESS

The various stages of the internship process can be summarised as follows:

## **Step 1: Contact**

- the internship coordinator identifies potential industry partners;
- the internship coordinator makes contact with these partners, introducing the school, the internship programme and determines their level of interest;
- the internship coordinator selects priority industry partners.

## **Step 2: Organisation**

- the internship coordinator initiates signing of agreements / MoUs and determines the number of the internship placements available at each business;
- the TVET school and industry host confirm dates for internship;
- the TVET school works with the host business in setting clear internship objectives and learning outcomes.

## **Step 3: Preparation**

- the internship coordinator works with students, teachers and host businesses in assigning internship places to students;
- pre-internship site visits are conducted;
- a student orientation session is held;
- managers/supervisors in the host businesses review internship plans and objectives and assign staff members to assist training the intern.

## **Step 4: Internship**

- host business conducts an orientation / induction programme for the interns;
- interns undergo agreed internships on site;
- internship Coordinator conducts site visits;
- assessment of the learning outcomes are conducted;
- employment opportunities and career planning are discussed.

## **Step 5: Debrief**

- student debrief;
- evaluation of the internship outcomes;
- annual planning and review session is held with the private sector.



### Step 1: Contact

It will generally be the TVET school with the responsibility for initiating contact with the private sector, although proactive engagement from the private sector or students should be encouraged.

#### Identifying industry internship partners

The tourism and hospitality industry in Lao PDR is varied and includes businesses ranging from small, family-owned operations to international chains. These are all potential internship partners and which ones are selected will depend upon the local industry context in each province. To identify industry internship partners internship coordinator should:

- work through local organisations such as the Provincial Hotel and Restaurant Association, Department of Information, Culture and Tourism or Chambers of Commerce to identify potential businesses and facilitate introductions;
- research online through websites such as [www.tripadvisor.com](http://www.tripadvisor.com) and [www.agoda.com](http://www.agoda.com) to identify businesses in the local area. Pay particular attention to customer feedback to identify the different strengths and weaknesses of each business;
- ask students and colleagues if they have any connections with tourism and hospitality businesses in the local area.

### HOSTING OPEN-HOUSE EVENTS

The Lao National Institute of Tourism and Hospitality (Lanith) organize an open house day once a year for students' parents, private sector partners and prospective students to inspect the school facilities, learn about programmes and join in with the school activities. In particular, the Open House Day is designed to ready students and their families for the internships which are part of the programme. This is an opportunity for students and their families to learn about both hospitality programmes and the major role that the private sector play in supporting them.

Most of the activities are organized by the students and supervised by the nominated teachers:

- students in Travel and Tourism classes take the lead on the school tour;
- students in Food Production classes organise a cooking class for the participants on how to make pasta;
- Accommodation Operations students conduct a demonstration on how to make a bed;
- F&B Services students make a special drink for the participants.

Parents and prospective students have the opportunity to meet with industry professions and learn about the kind of work opportunities that are available.



## TEMPLATE AVAILABLE

### Making contact

The person to talk to about the introduction (or improvement) of an internship programme within a business will vary significantly from company to company – it may be the business owner, HR Department or one of the managers from within the business.

TVET schools can actively promote internships to potential industry collaborators by engaging them in school activities, either individually or by inviting them to special events in the school. TVET schools need to actively promote partnership opportunities and will benefit from engaging with a variety of local employers.

Upon identifying the business and contact person, the Internship Coordinator should arrange a visit to the business, or invite the business to the school, to discuss the internship programme, roles and responsibilities and the capacity and interest of the businesses to host interns.

### Selecting industry partners

The internship Coordinator will need to select which industry partners it wants to prioritise working with on the internship programme. When selecting businesses TVET schools should consider:

- the capacity of the business to support the learning of each student;
- the number of students seeking internships;
- the number of internship places being offered by the business;
- the availability of suitable on-site supervisors to monitor, support and assess student progress;
- availability of varied and suitable working experiences for students during their internship;
- a willingness of the business to make reasonable attempts to accommodate and integrate interns into their culture;
- location of the business so that students can reasonably travel there on a daily basis or avail of suitable staff accommodation;
- opportunities for expanding the partnership to cover other forms of education-enterprise-engagement beyond just internships.



## Step 2: Organisation

### Memorandum of Understanding (MoU) and Internship Agreement/Contracts

A formal agreement such as a MoU can give a broad framework to a partnership and identify areas for collaboration. This is even more useful if other forms of Education-Enterprise partnerships beyond internships are being considered. Each partnership will benefit from a specific agreement which identifies clearly where responsibility lies for all components of the agreement. **TEMPLATE AVAILABLE**

#### MoU DEVELOPMENT

The Lao German Technical College and Lao Toyota Services have a wide-ranging MoU covering different areas of cooperation, including internships.

As part of the MoU, Lao Toyota Services commit to taking up to 60 interns per year, in three batches of 20. In return, Lao Toyota Services are conferred a 'priority partner' status and receive priority in the allocation of internship students.

This arrangement offers a great deal of stability and predictability to the relationship – Lao Toyota Services can plan for a pre-determined number of students, while Lao German Technical School have the confidence that a large number of the students will secure high quality internships with Lao Toyota each year.

Internship Agreements or Contracts are good practice as they make it very clear to students, industry supervisors and the TVET school exactly what the expectations are from the internship programme at an individual student/business level. A good internship contract will indicate, among others, the following important elements:

- Details of Employer
- Details of the Intern
- Details of the Parent/ Guardian if the Intern is a minor
- Expected area(s) of work
- Expected hours of work
- Arrangements in the event of unusual working hours (late working)
- Internship benefits – allowance, meals, uniforms, accommodation
- Start and End date of the Internship Programme



TEMPLATE AVAILABLE

### Setting internship objectives and learning outcomes

It is important that clear objectives and expected learning outcomes are agreed for the internship and that all parties (the school, the host business and the student) are fully aware of and committed to them. Objectives are general and set the scene for the internship, allowing the host business to ensure that the experience to which the student is exposed is appropriate. Learning outcomes, by contrast, should be measurable – either the student meets them or they do not – and form the basis upon which the internship can be assessed.

TEMPLATE AVAILABLE

### Step 3: Preparation

#### INTERNSHIP TRAINING FOR INDUSTRY

Identified during the annual meeting between Dongkhamxang Agricultural Technical College (DATC) and the private sector, a review of the internship experience by former interns and employers raised the issue that some employers are unsure what to do with the students during the internship.

To address this DATC now organise an internship training workshop for the Internship Supervisors at the host businesses who accept interns. This means key staff are able to operate and support interns more effectively and leads to a more consistent delivery of internships across different businesses and enhances the role the supervisor plays in assessing the outcomes of the internship.

In order for training to take place, internships need to be planned and arranged well in advance of the actual start date.

Internship programmes in tourism and hospitality operate most successfully where all parties involved:

- share a common understanding of the objectives, expected learning outcomes, organisational arrangements and the respective responsibilities of each of them.
- key people are identified who are responsible for the various tasks during the planning, preparation, implementation and evaluation of the internship programme.



These activities may involve:

- supporting the host business in preparing for the implementation of the internship programme;
- supporting and briefing teachers whose students will be involved with the internship;
- ensuring that host businesses and designated supervisors are fully aware of the objectives of and expected learning outcomes from the internship programme;
- supporting the assessment of student learning outcomes by the industry supervisor.

### Assigning internship places to students

Where possible, students should play an active role in choosing their internship placement, in line with their own career aspirations and personal needs. Similarly, host businesses can play an active role in the selection of the students they accept as interns.

### ALLOCATING INTERNSHIPS BASED ON ACADEMIC PERFORMANCE

Another example from the Lao-German Technical College is how students are allocated employer interviews based on their overall academic performance, which acts as an incentive to perform well throughout the year at school. The system operates with transparency and students are aware of how internship interview opportunities are allocated – the top batch of students have first choice regarding the companies to which they want to apply.

There are a number of ways in which this can be achieved, for example:

- inviting guest speakers into the school to introduce their business and what they can offer during an internship;
- conducting field trips / site visits to businesses so students can make an informed decision about where they would like to intern;
- having host businesses conduct interviews with prospective interns - the interview session will allow the employer to select the right students for the internships, and it will give the students valuable experience in undergoing job interviews that will be of benefit for them in gaining employment in the future;
- giving students first choice of internship placements based on their academic performances.



## Pre-internship Visit

### PRE-INTERNSHIP VISITS

Once internships have been agreed with private sector partners, teachers from Champasak TVET School visit all employers to brief them on the internships, the school and student expectations, and any additional information regarding student needs.

If some employers are apprehensive or reluctant with respect to internships then this is a great opportunity to encourage and re-assure them. It also helps ensure that host businesses are well-prepared for the interns and ready to maximise the learning opportunities for them.

Once the internship has been agreed, the Internship Coordinator can conduct pre-internship visits in order to provide full briefing on internship expectations and any issues that may arise. This ensures that host businesses are well-prepared for the interns and can give them full support so that students are welcomed in business when they arrive.

### Student Orientation Session

Before the internship starts the TVET school should arrange an internship programme orientation. Students need to be fully briefed to understand the purpose of their internship, what they can expect from their employer and what is expected of them. This briefing can be undertaken with a full class to cover general points. **TEMPLATE AVAILABLE**

The key points include:

- advise students about their placement (where);
- distribute the key internship documents including the internship contract and internship guideline;
- explain how to use internship agreement or contract;
- discuss expected intern behaviour; **TEMPLATE AVAILABLE**
- share assessment process.

Students should be encouraged to maintain close contact with the School during their internship. They should be provided with full contact details of whom they should contact in the School and under what circumstances. Issues that they can raise may relate to their training in the workplace but also to their wellbeing and personal matters.



## Host Business Preparation

Host businesses play a key role in supporting student learning and enabling them to meet their learning outcomes. Allowing businesses sufficient time for proper preparation and organisation is important in delivering a quality internship experience. Some preparation areas include:

- nominating a line supervisor where the student is working who will take responsibility for student orientation, daily responsibilities and familiarisation with colleagues and other staff;
- ensuring a clear understanding of the learning objectives, and how these are to be achieved during the internship period; **TEMPLATE AVAILABLE**
- making available equipment, supplies and space necessary for the student to undertake the learning agreed for their internship;
- providing a safe and supportive working environment within which the student can learn and develop;
- ensuring a good orientation programme is in place.

## Step 4: The Internship

### ONBOARDING INTERNS

At Crowne Plaza Hotel in Vientiane, interns are treated the same way as regular employees from Day 1 and this includes a comprehensive two and a half day induction programme, known as Onboarding. This requires careful coordination and for interns to start with the company on dates prescribed by the company and in keeping with their normal induction cycle.

As students go through the Onboarding programme with other new employees, they are well positioned to undertake a full and active role in their roles in Crowne Plaza during their internship.

All companies hosting interns should commit to a full induction programme at the start of the internship, introducing students to the business, its various departments, its people and the jobs the students will be undertaking.



## Orientation

The first few days of the internship are vital in establishing the platform on which the rest of the internship will be built. A well-designed orientation programme will help integrate the intern(s) into the business and its operations. **TEMPLATE AVAILABLE**

## Internship Visits

While students are on internships, they remain the responsibility of the School. The Internship Coordinator or another School representative should perform one or more site visits in order to verify the student's progress. The internship visit might involve the following steps:

- the Internship Coordinator contacting the Internship Supervisor to check their availability;
- that of the interns, and make convenient appointments;
- conducting the internship visit to observe the student while they are working;
- conducting an interview with the interns' supervisor and students separately to monitor the progress of the internship and record the interview by using the monitoring form; **TEMPLATE AVAILABLE**
- prepare an internship visit report.

## INTERNSHIP VISITS

At Lanith, after students have been in their internship for one month, the Internship Coordinator or teacher will visit the host businesses to observe the intern at work, meet with each intern student to learn how their internship is progressing, and also meet with the employer and department supervisor in order to monitor and get feedback on:

- work behaviour, attendance, time-keeping, team work with colleagues, attitudes;
- experience of work – practical and emotional issues faced by the student;
- customer relations – if the internship role involves customer contact, is the student confident and comfortable in this role? Do they manage to communicate effectively?
- technical skills in working in their allocated department.

The outcomes of the visit are written up as a report which is available to the employer and the school.



## Assessing internship objectives and learning outcomes

An effective internship is one which is integrated into the curriculum of the school, with clear objectives and expected learning outcomes as discussed earlier. Therefore, it is important that there is in place an effective means to assess whether these objectives have been met and learning outcomes achieved.

This may be undertaken through a variety of techniques:

- reports from the Internship Supervisor (the most common method) which should be built around a series of questions that address objectives and learning outcomes. Supervisors may be asked to rate (1-5, for example) performance against each objective but, more commonly, would be expected to state whether learning outcomes have been achieved / not achieved; **TEMPLATE AVAILABLE**
- self-reflection reports by the students, again framed around objectives / learning outcomes set in advance;
- skills assessments on return to school;
- other evidence provided by the employer / student – for example, customer feedback.

## Internships and career planning

Students should be encouraged to see their internship as a career platform, where they can use the learning from their time with the business to decide the direction, they wish to go in terms of both their first job on graduation and in the longer term. Students should not necessarily just return to their internship host because it is the easiest thing to do – but an internship offers the student an excellent opportunity to make a good impression and open up employment opportunities with their internship host.

### Step 5: Debrief

#### Student de-brief

At the conclusion of the internship, there should be a formal debrief back in the school. At a general level this can be for the whole group, who should be encouraged to share their experiences and talk about what they learned and what challenges they faced.

At the individual level, each student should meet with the Internship Coordinator who should interview them about their experience, using the Internship Supervisor's Report as a guide.

#### Evaluation of internship outcomes

After each internship period, it is good practice for the TVET school to formally evaluate experience and learning of all the internships in order to use this information in planning the



next round of internships. These are some questions that can help the teacher / Internship Coordinator to reflect on the internship programme:

- Were the goals and objectives met? How so?
- How did the experience differ from the expectations?
- What new skills and information has been gained?
- What were the biggest challenges of the internship?
- Which difficulties were encountered?
- What is the satisfaction level of the intern regarding the guidance and supervision by the mentor and supervisor?

### **Annual Planning and Review with the Private Sector**

At the end of the internship period, and after the TVET School and the private sector have had the opportunity for self-reflection on the internship process, a joint planning and review session between the school and private sector partners is good practice – this may take the form of a half-day workshop for example. **TEMPLATE AVAILABLE**

### **INTERNSHIP PLANNING AND REVIEWING**

The Northern Agricultural and Forestry College (NAFC) in Luang Prabang takes an approach to internships that involves the host businesses in planning, execution and review of each internship. Examples of activities undertaken include:

- all businesses are visited in advance to plan the internship;
- matching of student demand with employer opportunity;
- inviting host businesses to student presentations about their experience after the internship;
- employers review internships at the end of each cycle and learning from this influences the next round of internships.

This has led to:

- planned and organised internships which match industry needs
- an effective internship process / management system
- high quality experiences for students in areas of work that appeal to them



This gives the opportunity to see what worked well, identify areas for improvement and to begin the early planning stages for the next internship period. These are some key questions that should be covered on the review session with the private sector:

- What was their experience, as manager or mentor, of the internship?
- Were there any specific benefits from the private sector to hosting the internship?
- Were there any specific challenges to hosting the intern?
- What are the recommendations for the school to overcome those challenges (if any)?
- Is the internship timing suitable for the private sector partner?
- Introduce the internship plan for next year for example, the internship activity plan, number of the intern student for next year. **TEMPLATE AVAILABLE**

TVET Schools can also take this opportunity to discuss other possible education-enterprise activities that could be developed to enhance cooperation and contribute towards better training for students. Simple examples of this may be site visits for students and/or teachers, or a guest speaker programme.



## School Internship Coordinator Templates



**The following documents are designed to be used as templates, and should be adjusted to suit the needs and requirements of conducting internships in your locality.**







# MoU Template

## Memorandum of Understanding

*{Insert Title}*

Between

*{Insert name of school}*

And

*{Insert name of business}*

### 1. Introduction

*TVET School information; name of organization, address, contact number, email*

*Private sector information; name of organization, address, contact number, email*

Both organizations agree to: *{insert title of the MoU}*

### 2. Objective

The objectives of the partnership are:

A:

B:

C:

### 3. Duration of the MoU

The duration of this MoU is not fixed, and if a signatory party decide to terminate the MoU, the respective party shall formally inform the other party three months before the envisaged end. Notice of termination of this MoU must be given in writing by the respective party stating the reasons.

### 4. Main Responsibilities of the partners:

#### TVET School:

- *Insert Main Responsibilities*

#### Private sector:

- *Insert Main Responsibilities*

## **5. Confidentially**

The parties agree that all the information received or otherwise acquired in connection with this MoU is confidential ("Confidential Information"). The receiving party undertake that is shall: (1) use the confidential information as solely for the purpose of this MoU; (2) treat and maintain the confidential information as confidential; (3) not disclose or permit the disclosure of any confidential information to any third party, except upon prior written consent of the disclosing party. This obligation of confidentiality shall continue and be binding to the parties not withstanding any termination

## **6. Relationship and Nature of MoU**

The parties acknowledge that this MoU is intended to provide for the cooperation between the partied and does not create any legally binding rights or obligations. This MoU is not intended and shall not be constructed to create any relationship of agent, employee, partnership, joint venture or association between the parties. To the extent that any other provision of this MoU is inconsistent with this paragraph, this paragraph shall prevail.

## **7. Amendment**

This MoU can be amended, modified or supplemented by a written agreement signed by all involved parties

TVET School Signature/stamp

Private Sector Signature/stamp

Date:

## Internship Agreement / Contract

THIS AGREEMENT hereinafter referred to as the “AGREEMENT” is made for Internship Program between:

(1) Name of TVET School

Address:

Tel:

Fax:

Contact Person:

Position:

Contact number:

Email:

Hereinafter referred to as “**The Internship Coordinator**”

**AND**

(1) Name of Host Business

Address:

Tel:

Fax:

Contact Person:

Position:

Contact number:

Email:

Hereinafter referred to as “**The Internship Supervisor**”

**AND**

(1) Name of Student:

Tel:

Hereinafter referred to as “**The Intern**”

### 1. Duration of the internship

The internship shall begin on \_\_\_\_\_ and be end on \_\_\_\_\_

The trainee shall work \_\_\_\_\_ hours per week.

### 2. Trainee's Benefits

- **Remuneration:** The intern shall be paid \_\_\_\_\_ per month during the internship
- **Insurances:** The trainee is **insured / not insured** against liability under the liability insurance of the company.
- **Meal Allowance:** The trainee shall be provided \_\_\_\_\_ meals per working day
- **Accommodation:** The trainee **will / will not** be provided with accommodation during the internship period.

Details of accommodation if relevant: \_\_\_\_\_  
\_\_\_\_\_

### 3. Responsibilities of Parties

#### The internship Coordinator agrees to:

- (1) Prepare and brief the intern for the experience including work expectations, logbook and report completion.
- (2) Provide any materials related to student assessment.
- (3) Monitor the intern reports and evaluation.
- (4) Conduct at least one internship visit to monitor the progress of the trainees and feedbacks from the employer.
- (5) Be responsive to requests of support / assistance from the Internship Supervisor.

#### The Internship Supervisor agrees to:

- (1) Participate in planning sessions with the Internship Coordinator to prepare for the intern's placement.
- (2) Introduce the intern to the workplace and its work including the organizational structure, operating procedures, and workplace rules and regulations – especially those concerning health and safety.
- (3) Ensure the intern is adequately covered by insurance for injury while in the workplace
- (4) Ensure the number of working hours does not exceeded agreed hours without prior agreement.
- (5) Allow the intern to do relevant work with staff employed in their field of training. This work should for the most part be in line with the learners' field of study.
- (6) Ensure that staff working with the intern is adequately briefed about the participating intern's role and expected work experience.
- (7) Identify a supervisor who will provide the intern with supervision on a day-to-day basis. This includes assigning the intern to one or more company employees who will oversee their daily workplace activities.
- (8) Support the intern's completion of their logbook and sign regularly.
- (9) Complete the evaluation questionnaire and certificate confirming the intern's experience at the end of their placement.

- (10) Report intern absenteeism or other problems to the institution on a timely basis.
- (11) Allow Internships Coordinator access to the workplace for the purpose of monitoring and supporting the intern as agreed.
- (12) Participate in a reflection session with the institution after the placement to provide feedback and share learning experiences.

**The Interns agrees to:**

- (1) Prepare themselves properly in advance of the placement including both mental and logistical preparations.
- (2) Conduct themselves appropriately in the workplace and respect both the property and procedures of the workplace.
- (3) Comply with safety and other rules in the workplace. This includes following the dress code and wearing the required personal protective equipment.
- (4) Notify the workplace supervisor promptly about any reason for absence from work.
- (5) Complete all tasks assigned to them to the best of their ability.
- (6) Keep a basic daily logbook and have it signed by the Internship Supervisor weekly.
- (7) Maintain professional behaviour at all times.
- (8) Arrive on time for work each day.
- (9) Inform the Internship Coordinator immediately about any significant challenges.
- (10) Provide the Internship Coordinator with a copy of the logbook and reports after the experience.

This contract is drawn up in three copies. One copy shall remain with the Intern Supervisor, one copy shall remain with the Intern Coordinator and the other copy shall be given to the Intern.

**The Internship Coordinator Signature:**

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

**The Internship Supervisor Signature:**

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

**The Trainee Signature:**

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



## Setting Objectives and Learning Outcomes

It is important that clear objectives and expected learning outcomes are agreed for the internship and that all parties (the TVET school, the host business and the student) are fully aware of and committed to them. Objectives are general and set the scene for the internship, allowing the hotel/ restaurant to ensure that the experience to which the student is exposed is appropriate. Learning outcomes, by contrast, should be measurable – either the student meets them or they do not – and form the basis upon which the internship can be assessed.

### *Sample internship objectives*

- To enable students to gain relevant experience working within the Hospitality and/or Tourism industry that will complement their classroom theory.
- To enable students to develop their practical skills in the real working environment and be able to apply them effectively.
- To give students exposure to real work situations, including customer contact, working in teams and working under pressure.
- To enable the students to gather information and experience to both enrich and enhance the learning process.
- To assist in the decision-making process of the student in relation to which career direction they wish to pursue.
- To establish useful contacts for future employment.

It is good practice for the school to set a number of learning outcomes for the internship and to agree these with the host business and the student. In addition, it is quite common to ask the student to set a number of further personal learning outcomes, specifying what they want to achieve / learn during the internship.

### *Sample student internship learning outcomes*

#### General

At the end of the internship, the student will be able to

- Integrate theory, practice and skills developed during their school modules so as to successfully complete the responsibilities assigned by their internship supervisor.
- Gain exposure to a selected vocational field and an understanding of business behaviour expected in that area.
- Undertake all tasks set with confidence and to the standards required by the hotel/ restaurant.
- Exhibit professional behaviour necessary for the job responsibilities assigned
- Demonstrate confident and effective communication skills specific to the department context.
- Exhibit teamwork in a professional setting.

#### Personal

At the end of the internship, I will be able to

- Make 5 well-known cocktails to an acceptable hotel/ restaurant standard.
- Prepare a room service breakfast tray to the required hotel standard.
- Hold a conversation in English with an international guest.
- Be reliable and arrive on time for my work shift every day.
- Check-in an international guest without direct supervision.



## Student Orientation Session Agenda

Time	Content	Remark
8:30am	Introduction of the Internship Program	
8:45am	Introduction to the Internship Documents and how to use it	List of the document may include; <ul style="list-style-type: none"> <li>• Internship agreement from the school</li> <li>• Internship contract</li> <li>• Internship Logbook</li> </ul>
9:45am	Expected Intern Behavior	Refer to Handout
10:15am	Break	
10:30 am	Setting Objectives and Learning Outcomes	Referring to the templates, establish (or agree if already established), the internship objectives and learning outcomes. Students can also set their own personal targets.
11:15am	Share the Assessment process	For example, refer to: <ul style="list-style-type: none"> <li>- Student report and logbook</li> <li>- Internship site visits by the teachers.</li> <li>- Student evaluation from employers</li> </ul>



## Guidelines on Expected Intern Behaviour

Below are some guidelines<sup>1</sup> that may be of use in preparing interns on what is expected of their behaviour on the internship. This list can be used as is, or adapted to local needs.

### 1. **Absence**

If interns are unable to report for duty for any reason, they must notify the department head or, if unavailable, the Shift / Duty Manager, giving the reason and the expected duration of your absence. Such notification must be given prior to the time they were to have reported for duty.

### 2. **Alcohol and drugs**

Employees and interns are not permitted to possess, to bring upon or to consume alcohol or drugs on the premises of the company.

### 3. **Attendance standards**

Interns must always be punctual and present for work on time.

### 4. **Communication**

Circulation of any abusive, offensive or unauthorised communication by word, by email or on paper is an offence. Interns should not use discourteous, abusive or insulting language when addressing employees, superiors or guests.

### 5. **Dangerous weapons / substances**

No dangerous weapons or substances are permitted on the premises.

### 6. **Dress**

Trainees should be neatly dressed according to the department where they are working, and should maintain good condition of clothes and personal hygiene at all times.

### 7. **Eating / drinking**

Do NOT eat or drink anywhere in the premises except in the staff restaurant or other designated areas. The chewing of gum is also defined as eating.

### 8. **Employees staff entrance/ exit**

The staff entrance and exit is the only entry and exit for staff and trainees. It is mandatory that you use it. Friends or relatives may not use the staff entrance / exit to gain access to the premises.

### 9. **Eye contact**

Look at your colleagues and guests when you talk to them. It shows interest and concern. But don't stare! That makes people uneasy and is rude.

### 10. **Facial expressions**

A guest expects a smile. It costs nothing to give a smile. A smile can overcome many minor problems. So remember a fresh smiling face, not a dull, disinterested look.

### 11. **Guest complaints**

If a guest or any member of the public complains, first apologise and then offer to call your Supervisor, Shift/Duty Manager or Head of Department.

All complaints should immediately be reported to your Shift/Duty Manager or Head of Department.

### 12. **Guest facilities**

Staff and interns may not use any guest facility without the express and prior permission of Management.

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<sup>1</sup> Courtesy of Swisscontact

**13. Hair**

Hair must always be clean, tidy and well groomed, and in certain areas, it must be tied back.

**14. Hygiene**

Your personal hygiene not only affects you, it affects others too!

Remember always to have clean hands. Wash them regularly. This prevents soiled uniforms and paperwork. Nicotine stains, chipped nail varnish show low personal standards. Clean hands help prevent infections and disease from spreading.

Remember to shower/bath regularly, and use deodorant. However, don't use overpowering aftershave, perfumes or excessive cosmetics.

Remember to brush your teeth regularly to avoid bad mouth odours and prevent dental problems.

**15. Jewellery**

Excessive jewellery should not be worn (men, no earrings).

**16. Interaction with guests**

Do not become over-familiar with guests. Fraternisation with guests is not permitted.

**17. Lost property**

All articles found in the premises are to be reported to the Shift/Duty Manager and/or security. Procedures for the deposit or safekeeping of all such items must be followed at all times.

**18. Noise**

Whilst at work, be as quiet as practical. Do not play music on your phones.

**19. Off duty hours**

After completion of your shift, do not remain on the premises any longer than 30 minutes. You are not permitted to be on the premises on your days off or when not on duty.

**20. Overtime**

There may be occasions when you may be required to work extra hours on nights and weekends if the hotel is very busy.

**21. Posture**

All staff and trainees must look erect, smart and positive. Don't slouch, lean or fidget at your work-station. It gives a lethargic impression of yourself and the hotel.

**22. Reporting emergencies**

Should you encounter an emergency situation in the hotel, call the switchboard immediately and tell the operator:

- your name
- type of emergency
- where you are calling from

Read the fire and evacuation procedure for your Department.

**23. Security search**

The employer reserves the right to search a member of staff or intern when entering, whilst on duty, or when leaving the hotel premises.

**24. Smoking**

Smoking is not permitted within the premises other than in designated/outdoor areas as instructed by management from time to time.

A portion of the standard 1-hour meal break may be used to accommodate smoking breaks.

**25. Staff meals**

You are entitled to meals whilst on duty. Your meal times will be scheduled by your department head/ Management.

**26. Transport arrangements**

All employees are required to take responsibility for ensuring that they arrive at work in good time to commence work in accordance with their work roster.

**27. Visitors**

You are not permitted visitors whilst on duty, unless in an emergency. Should this occur, security personnel will contact your department head, who will advise you accordingly. Staff visitors are not permitted to enter via the staff entrance.

**28. Telephones**

Ask your friends and family not to telephone you while you are on duty at the hotel. Use of cell phones while on duty is not permitted except during authorised breaks.

**29. Tips**

Do not ask for or give the impression that you expect a tip from guests. It is your responsibility to ensure that you are familiar with the applicable requirements of the tip policy/procedures and to comply with these at all times.

**30. Washrooms and toilets**

The management will endeavour to ensure that washrooms and toilets are kept in a clean and hygienic condition. Your co-operation is requested in helping to maintain a high standard of cleanliness for the benefit of all members of staff.

Please leave these facilities in the condition you would expect to find them.

**31. Work area**

Your department head will advise you of your work area and you may not leave such work area without the express permission of your supervisor or department head unless on a scheduled meal break.

**32. Operating equipment**

You are responsible for any operating equipment in your care and will be held liable for any loss or damage thereto, other than normal wear and tear.

Removal of any equipment from the premises is not permitted, except where authorisation in writing has been provided by the General Manager or his designate.



## Internship Monitoring Form (for internship site visit)

This document can be used by Internship Coordinator on the internship visit to monitor the intern in the workplace.  
Adapt and revise this to meet local needs then delete this box

Workplace Name:		
Workplace Type:		
Workplace Address:		
Name of the Internship Coordinator		
Date Monitored: Time in Time out		
<p>Note:</p> <p><i>During your visit you will walk around the workplace to find the interns.</i></p> <p><i>Make a note of the various departments and how they support the core business.</i></p> <p><i>Make a note of possible additional opportunities – more internships, work exposure, experiential learning, and permanent employment as well as instructor work experience opportunities.</i></p>		
<u>Supervisor Interview</u>		
Supervisor/Workplace Mentor Name:		
Position in Company:		
Number of Interns Under Supervision:		
INTERN NAME(S):	Field of Study:	Remark:
1.		
2.		

<p>Have you worked in more than one department/ area so far? Provide details.</p>	
<p>Is your supervisor/mentor helpful when you have questions? Explain.</p>	
<p>Are you filling in your logbook regularly?</p>	
<p>Have you learned anything new in the workplace that you have not been taught/exposed to in the college? Provide examples.</p>	

## Agenda for a Debrief with the Private Sector

Time	Content	Remark
8:30am	Welcome Speech	
8:45am	Experience of the private sector on the internship program	<ul style="list-style-type: none"><li>• Encourage private sector to share their brief experience as manager or supervisor of the internship</li><li>• Were there any specific benefits from the private sector to hosting the internship?</li></ul>
9:30am	Challenge of hosting the internship and the recommendation how to overcome those challenge	
10:15am	Coffee Break	
10:30am	Introduce the internship plan for next year for example, the internship activities, number of the students for next year and how to overcome the challenges identified in the previous sessions	
11:30am	Are there other opportunities for cooperation beyond internships?	Refer to case studies / examples of good practice available.







## Industry Internship Supervisor Templates



**The following documents are designed to be used as templates, and should be adjusted to suit the needs and requirements of conducting internships in your locality prior to distribution.**



## Internship Weekly Planning Sheet

This document can be used by Internship Supervisor to plan the activities to be performed by intern with the internship objectives and learning outcome

**Adapt and revise this to meet local needs then delete this box**

	Plan of activities to be performed	Activities actually performed	Tools, machinery, equipment & methodology used	No. of hours /day
Monday				
Tuesday				
Wednesday				
Thursday				
Friday				
Saturday				
<b>Total hours for the week</b>				



## Conducting an Orientation

Welcoming interns into the company for the first time is a crucial time to have an effective orientation in place. The orientation will be the first point of contact your interns have with the company, so you will want it to be informative and useful. For some interns, this may be the very first kind of formal training in the industry. There are key components that should be included to ensure that your interns will have the tools they need to succeed for the duration of the program. Here are seven items to include in your internship orientation.

### **1. Facts About the Company**

Enlighten your interns on the history of your company. How has the company grown to this point? Who are your guests, where do they come from and what are they looking for? Your interns need to know these facts to gain a better understanding of the company beyond what they can find on the internet.

### **2. Review the Details of the Internship**

Give your interns an outline of key facts about the internship like the duration of the program, daily hours, and pay. Responsibilities and goals of the program should also be discussed. Leave nothing to the imagination so that everyone knows what is expected.

### **3. Company Culture**

Interns need to know how to do their jobs while in the internship. Discuss key information such as dress code, food policies, as well as social media and smoking policies. Explain what an appropriate work relationship looks like. Discuss what lines cross an appropriate work relationship and what to do in the event that those lines are crossed.

### **4. Introduce the Interns**

It is easy for new interns to feel insignificant to the company overall. Make them feel just as important as any other employee and introduce them to some of the management team within the company. Just a few encouraging words from someone who is a respected, vital part of the company can go a long way.

### **5. Take Them on a Tour**

No matter how big or small your company or organization, let the interns get a good look around at the facilities. Even if your interns will only be working in one small corner of the office during their internship, letting them see the big picture may give them a better sense of how the company works as a whole.

### **6. Paperwork**

Have interns sign all important paperwork at this time. Provide your policies and procedures for interns to keep in a safe place. This includes and health and safety regulations.

### **7. Provide a Mentor**

It's a good idea to provide your new interns with a mentor so that they have a point of reference during the internship. A mentor can help guide the intern and promote productivity. The mentor can help the intern achieve goals and provide help to the intern at all times.

The goal of the orientation is to leave the new interns with a sense of understanding and belonging. Leave a good impression that will have new interns excited and ready to work.



## Internship Evaluation Form

This document can be used by Internship Supervisor to evaluate intern after they complete their internship

**Adapt and revise this to meet local needs then delete this box**

Name of Intern			
Date of Start of Internship:		Date of End of Internship:	
Duration of Internship (in workdays):			
Name and Position of the supervisor of the intern at the organisation:			
Date:			

This evaluation should be made with care and fairness for the interest of the student. Reflect carefully upon the student's strengths and weaknesses.

The evaluation should be based upon the total internship experience and not upon isolated incidents alone.

If any activities have not been performed by the intern, please leave it blank	Excellent Performance	Above Average Performance	Average Performance	Below Average Performance	Unacceptable Performance
<i>Professional Performance</i>	5	4	3	2	1
Follows instructions					
Completes work assignments					
Solves problems					
Ability to work with team					
<i>Professional Knowledge</i>	5	4	3	2	1
Displays basic knowledge and understanding of Employer's services					
Has displayed growth in knowledge and understanding					

Ability to apply knowledge in a practical way					
Ability to think independently					
<i>Professional Behaviour</i>	5	4	3	2	1
Guest Relations					
Professional appearance					
Attendance					
Punctuality					
<i>Professional Attitude</i>	5	4	3	2	1
Actively seeks and is alert to potential learning situations					
Understands, follows and upholds Employer's rules and regulations					
Accepts suggestions and criticism willingly					
<i>Overall</i>	5	4	3	2	1
The intern's preparation was sufficient to perform assigned tasks					
The intern's behavior was appropriate and professional					
The intern performed as well as or better than average entry-level staff in the organization.					

In what ways can the student improve in doing the job?

Please submit the evaluation form via {insert Internship Coordinator email} at our office {Insert TVET School Address} or Fax: {insert fax number} within seven days of the completion of the internship.

Thank you for hosting the internship and we appreciate your continued support of our program and look forward to working together in the future.

## Internship Program Feedback Form (Employer)

Submitted By:	
Hotel:	
Date:	
Intern Name:	
College Name:	
Internship dates:	
Briefly relate your experience, as manager or mentor, of the internship:	
Do you think that the intern benefitted from their time with you – and if so – how?	
Did you experience any specific benefits to hosting the intern? If so please tell us:	
Did you experience any specific challenges to hosting the intern? If so please relate these, and make brief recommendations on how these could be overcome:	
What is your opinion of the duration of the internship – was it long enough? Too long? Make suggestions:	
What is your opinion of the content of the internship? Make suggestions:	
If you did this again, what would you suggest is done differently?	

Would you do this again? Please motivate your answer:

Any other comments, suggestions or recommendations you would like to share?

Thank you for taking the time to complete this short report!

## Students templates



**The following documents are designed to be used as templates, and should be adjusted to suit the needs and requirements of conducting internships in your locality.**



## Internship Confirmation for Students

Dates of the Internship: \_\_\_\_\_

Start Date: \_\_\_\_\_

End Date: \_\_\_\_\_

### Intern

Name: \_\_\_\_\_

Mobile Number: \_\_\_\_\_

Emergency Contact Person Name: \_\_\_\_\_

Emergency Contact Number: \_\_\_\_\_

### TVET School

Name of Institution: \_\_\_\_\_

Phone Number: \_\_\_\_\_

Internship Coordinator: \_\_\_\_\_

Faculty Lecturer: \_\_\_\_\_

### Employer

Name of Company: \_\_\_\_\_

Phone Number: \_\_\_\_\_

Supervisor Name: \_\_\_\_\_

Contact Name: \_\_\_\_\_

Dates of Placement: \_\_\_\_\_



## Expected Professional Behaviour on the internship

Below are some guidelines<sup>1</sup> that may be of use in preparing interns on what is expected of their behaviour on the internship. This list can be used as is, or adapted to local needs.

### 1. **Absence**

If interns are unable to report for duty for any reason, they must notify the department head or, if unavailable, the Shift / Duty Manager, giving the reason and the expected duration of your absence. Such notification must be given prior to the time they were to have reported for duty.

### 2. **Alcohol and drugs**

Employees and interns are not permitted to possess, to bring upon or to consume alcohol or drugs on the premises of the company.

### 3. **Attendance standards**

Interns must always be punctual and present for work on time.

### 4. **Communication**

Circulation of any abusive, offensive or unauthorised communication by word, by email or on paper is an offence. Interns should not use discourteous, abusive or insulting language when addressing employees, superiors or guests.

### 5. **Dangerous weapons / substances**

No dangerous weapons or substances are permitted on the premises.

### 6. **Dress**

Trainees should be neatly dressed according to the department where they are working, and should maintain good condition of clothes and personal hygiene at all times.

### 7. **Eating / drinking**

Do NOT eat or drink anywhere in the premises except in the staff restaurant or other designated areas. The chewing of gum is also defined as eating.

### 8. **Employees staff entrance/ exit**

The staff entrance and exit is the only entry and exit for staff and trainees. It is mandatory that you use it. Friends or relatives may not use the staff entrance / exit to gain access to the premises.

### 9. **Eye contact**

Look at your colleagues and guests when you talk to them. It shows interest and concern. But don't stare! That makes people uneasy and is rude.

### 10. **Facial expressions**

A guest expects a smile. It costs nothing to give a smile. A smile can overcome many minor problems. So remember a fresh smiling face, not a dull, disinterested look.

### 11. **Guest complaints**

If a guest or any member of the public complains, first apologise and then offer to call your Supervisor, Shift/Duty Manager or Head of Department.

All complaints should immediately be reported to your Shift/Duty Manager or Head of Department.

### 12. **Guest facilities**

Staff and interns may not use any guest facility without the express and prior permission of Management.

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1 Courtesy of Swisscontact

- 13. Hair**  
Hair must always be clean, tidy and well groomed, and in certain areas, it must be tied back.
- 14. Hygiene**  
Your personal hygiene not only affects you, it affects others too!  
Remember always to have clean hands. Wash them regularly. This prevents soiled uniforms and paperwork. Nicotine stains, chipped nail varnish show low personal standards. Clean hands help prevent infections and disease from spreading.  
Remember to shower/bath regularly, and use deodorant. However, don't use overpowering aftershave, perfumes or excessive cosmetics.  
Remember to brush your teeth regularly to avoid bad mouth odours and prevent dental problems.
- 15. Jewellery**  
Excessive jewellery should not be worn (men, no earrings).
- 16. Interaction with guests**  
Do not become over-familiar with guests. Fraternisation with guests is not permitted.
- 17. Lost property**  
All articles found in the premises are to be reported to the Shift/Duty Manager and/or security. Procedures for the deposit or safekeeping of all such items must be followed at all times.
- 18. Noise**  
Whilst at work, be as quiet as practical. Do not play music on your phones.
- 19. Off duty hours**  
After completion of your shift, do not remain on the premises any longer than 30 minutes. You are not permitted to be on the premises on your days off or when not on duty.
- 20. Overtime**  
There may be occasions when you may be required to work extra hours on nights and weekends if the hotel is very busy.
- 21. Posture**  
All staff and trainees must look erect, smart and positive. Don't slouch, lean or fidget at your workstation. It gives a lethargic impression of yourself and the hotel.
- 22. Reporting emergencies**  
Should you encounter an emergency situation in the hotel, call the switchboard immediately and tell the operator:
  - your name
  - type of emergency
  - where you are calling fromRead the fire and evacuation procedure for your Department.
- 23. Security search**  
The employer reserves the right to search a member of staff or intern when entering, whilst on duty, or when leaving the hotel premises.
- 24. Smoking**  
Smoking is not permitted within the premises other than in designated/outdoor areas as instructed by management from time to time.  
A portion of the standard 1-hour meal break may be used to accommodate smoking breaks.

**25. Staff meals**

You are entitled to meals whilst on duty. Your meal times will be scheduled by your department head/ Management.

**26. Transport arrangements**

All employees are required to take responsibility for ensuring that they arrive at work in good time to commence work in accordance with their work roster.

**27. Visitors**

You are not permitted visitors whilst on duty, unless in an emergency. Should this occur, security personnel will contact your department head, who will advise you accordingly. Staff visitors are not permitted to enter via the staff entrance.

**28. Telephones**

Ask your friends and family not to telephone you while you are on duty at the hotel. Use of cell phones while on duty is not permitted except during authorised breaks.

**29. Tips**

Do not ask for or give the impression that you expect a tip from guests. It is your responsibility to ensure that you are familiar with the applicable requirements of the tip policy/procedures and to comply with these at all times.

**30. Washrooms and toilets**

The management will endeavour to ensure that washrooms and toilets are kept in a clean and hygienic condition. Your co-operation is requested in helping to maintain a high standard of cleanliness for the benefit of all members of staff.

Please leave these facilities in the condition you would expect to find them.

**31. Work area**

Your department head will advise you of your work area and you may not leave such work area without the express permission of your supervisor or department head unless on a scheduled meal break.

**32. Operating equipment**

You are responsible for any operating equipment in your care and will be held liable for any loss or damage thereto, other than normal wear and tear.

Removal of any equipment from the premises is not permitted, except where authorisation in writing has been provided by the General Manager or his designate.



## Student Logbook (Weekly Journal)

This document can be used by student to keep track of the work performed. The supervisor and internship coordinator can refer to it when evaluating the student at the end. This form should be required as appendix in the student internship report

**Adapt and revise this to meet local needs then delete this box**

**WEEK 1:**

	Brief description of activities actually performed	Tools, machinery, equipment & methodology used	No. of hours /day
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			
Saturday			
<b>Total hours for the week</b>			

**Dates:**

**Intern Signature:** \_\_\_\_\_ **Date:**

**Intern Supervisor Signature:** \_\_\_\_\_ **Date:**



## Completion of Internship Survey

This is to be given to students as a post internship survey  
Adapt and revise this to meet local needs and then delete this box

Below you will find a series of questions about your personal experience during the internship. Your data will be handled confidentially, so we ask that you respond as honestly as possible.

<b>Name:</b>	
<b>Dates of Work Experience/Internship:</b>	
<b>Company Name:</b>	

1. Did you feel adequately prepared for your internship?

Yes                       No

Comment: \_\_\_\_\_

2. How would you rate your experience during the internship?

Excellent     Good                       Fair

Comment: \_\_\_\_\_

3. Do you think the internship helped you gain new skills? If so, what skills?

Yes                       No

Comment: \_\_\_\_\_

4. Were you given opportunities to try out different areas/departments in the workplace?

Yes                       No

Comment: \_\_\_\_\_

5. How well was the work experience structured on a day-to-day basis?

Excellent     Good                       Fair                       Bad

Comment: \_\_\_\_\_

6. How would you rate the support from your college/university supervisor?

Excellent     Good                       Fair                       Bad

Comment: \_\_\_\_\_

How often did your college/university advisor visit you? \_\_\_\_\_

How often did your college/university advisor check in remotely (phone, chat, etc.)?  
\_\_\_\_\_

7. How would you rate the support from the workplace supervisor?

Excellent     Good                       Fair                       Bad

Comment: \_\_\_\_\_

8. How well did the tasks/work you performed in this internship relate to the course you are studying?

Excellent     Good                       Fair                       Not at all

Comment: \_\_\_\_\_

9. Was the learner logbook useful?

Excellent     Good                       Fair                       Not at all

Comment: \_\_\_\_\_

10. Would you say you are better prepared for actual job placement as a result of your internship?

Yes                       No                       Maybe

Comment: \_\_\_\_\_

11. Would you recommend the internship experience to other learners?

Yes                       No                       Maybe

Comment: \_\_\_\_\_

12. Would you want to work with the same employer again?

Yes                       No                       Maybe

Comment: \_\_\_\_\_

Do you have any comments/suggest

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**Ideas for Improving Internships:  
Case Studies for the Tourism  
and Hospitality TVET Sector in Lao PDR**

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# Case Study 1: Hosting an Open-House Event for Students and Parents

Organisation: Lao National Institute of Tourism and Hospitality (LANITH), Vientiane

## SUMMARY OF THE PARTNERSHIP

LANITH organises an open-house day once a year for students' parents, private sector partners and prospective students to inspect their facilities, learn about programmes and join in with the School's activities. In particular, the Open-House Day is designed to prepare students and their families for the internships which are an important part of the Diploma courses. This is an opportunity for students and their families to learn about the tourism and hospitality programmes and the major role that the private sector plays in supporting them.

## OPERATIONAL DETAILS

Most of the activities at the event are organised by students and supervised by the nominated teacher. Activities include:

- Travel and Tourism students guide the participants through the School and its facilities.
- Food Production students organise a cooking class for participants on how to make pasta.
- Accommodation Operations students demonstrate how to make a bed.
- Food and Beverage Services students mix special drinks for the participants.
- Parents and prospective students meet with industry professionals and learn about the kind of work opportunities that are available.

Key to this event is the focus on connecting students and industry professionals in preparation for their internships, recognising that the internship is central to the overall quality of the LANITH programmes.

## KEY MESSAGES

This is an excellent model to attract students, to involve their parents and the private sector.

It is an activity which necessitates time and resources to make it work over the long term.

The tourism and hospitality industry needs to be made more attractive to parents and prospective students as a career. Inviting them to visit the School, seeing the facilities, meeting current students and teachers and, above all, future employers is a very effective way to achieve that goal.

## RESOURCE REQUIREMENTS

- Availability of teachers to organise the event and supervise the students during the activities.
- Promotion of the event, invitations to the private sector, allocation of students to conduct activities and to care for the visitors.
- A budget will be required for ingredients, signage, invitations, teacher-time etc.

## BENEFITS

- Demonstrating students' abilities to industry partners.
- Making the tourism and hospitality industry more attractive to parents and students as a viable and attractive career path.
- Introducing tourism and hospitality courses and School facilities to parents and prospective students.
- Providing students with valuable practical experience on event planning and management.

## COULD YOU DO SOMETHING SIMILAR?

All schools could organise such events and maintaining a strong focus on internships is important. For the event to be a success, it requires:

- School commitment from senior leaders, teachers and current students.
- The event can take up a whole day and will require active promotion – it could be a student organised event, with students undertaking the theming, promotion and organisation of the event as a project.
- Invitations to parents and future students to be sent out.
- Sending out invitations to industry partners to participate in the event and ensuring they have an active role to play.
- Creating opportunities for both students and prospective students to meet industry professionals.
- Organising special activities during the event such as chef demonstrations, food tastings, cultural activities, etc. Some of these could be conducted by industry partners.
- Giving current students the opportunity to talk about their experiences on the course, highlighting industry contacts, visits, career goals, etc.

## CHALLENGES

- It is a time-consuming activity and requires a significant amount of planning and time from teachers, administrators and students alike;
- Schools need to engage with parents and the private sector effectively;
- A small budget is required for the event.

# Case Study 2: Partnering with Private Sector Associations

Organisation: Various

## SUMMARY OF THE PARTNERSHIP

A number of TVET schools and colleges have developed partnerships with their Provincial Hotel and Restaurant Associations as a means to connect with the private sector. These partnerships have been used to identify local businesses to host interns and to connect graduates with job vacancies in the sector.

## OPERATIONAL DETAILS

In many provinces, Hotel and Restaurant Associations have been established and represent their members for a variety of purposes. These associations often have leading industry figures on their Board and present an ideal conduit for schools wishing to reach out to multiple businesses at one time to build their relationships with the private sector.

Following an initial meeting to introduce the School / College to the association, it is useful to highlight some of the potential ways in which the association can offer support going forward. These partnerships can often be informal, with the association acting as a channel that can connect the School with its members for various purposes. For example:

- Identify suitable businesses for student internships; this may include assessing the businesses operating standards, service quality, working environment etc.
- Host job-matching days with the private sector which provide an opportunity for the businesses to interview trainees before their internship starts.
- Connect graduates searching for employment with member businesses looking for staff.

## KEY MESSAGES

Partnering with private sector associations represents a good practice for schools to identify and engage with the private sector utilising the strengths and networks of the association bodies.

## RESOURCE REQUIREMENTS

- An active hotel and restaurant association willing to lend support to the School.
- Identification of key personnel from both sides to maintain communication following an initial meeting.
- A clear plan / schedule of activities for which the support of the association is requested.

## **BENEFITS**

The primary benefit lies in facilitating the School's access to a collection of private sector businesses, which will allow for numerous activities and partnerships to be developed including internships, guest speaker programmes, job fairs and labour market insertion of the graduates.

## **COULD YOU DO SOMETHING SIMILAR?**

This case study demonstrates that active private sector associations can be key actors in identifying and engaging businesses.

TVET Schools could start with approaching the provincial association, hosting the introduction meeting, planning a follow-up meeting and agreeing on the support that would be provided by the association.

In case schools are located in remote provinces with limited T/H businesses and/or ineffective associations, the schools could look to other provincial associations who can better support their students.

## **CHALLENGES**

Not all provinces have an effective association in place. If the Association is not active or not cooperative, the School should contact the private sector businesses directly.

# Case Study 3: Agreeing on Annual Plans

Organisation: Landmark Mekong Riverside Hotel, Vientiane

## SUMMARY OF THE PARTNERSHIP

Landmark Mekong Riverside Hotel (Landmark) develops annual plans with vocational training schools which include agreements on internship numbers, work areas and commencement dates for hosting internships. A key aspect in the development of these agreements is working with the schools to agree on and deliver internship plans that fit with industry needs.

## OPERATIONAL DETAILS

Landmark works with partner schools to jointly draft and sign MoUs to ensure a planned approach to internships that corresponds to the hotel's needs. The MoUs usually mention that internships:

- must be based on numbers agreed between the hotel and the School;
- must be distributed across departments to meet hotel requirements and supervisory capacity;
- must take place during periods when customer demand is high;
- must be planned well in advance since the hotel accommodates interns from a wide variety of schools and other organisations;
- must commence on agreed dates and times;
- must be based on normal hotel working cycle - including evenings and weekend shifts;
- will require students to adhere to the hotel's code of conduct and dress code.

Plans are in place for regular school partner meetings to improve coordination of internships across all schools and training centres in the Vientiane Capital area.

## KEY MESSAGES

The key take-away from this good practice is that it is highly valuable to industry partners and TVET Schools to plan internships well in advance of their intended dates. This imposes a level of discipline to the organisation of internships that benefits both parties.

## RESOURCE REQUIREMENTS

This type of activity highly depends on organisational skills and good communication. Planning internships many months in advance is required as is the flexibility to adapt to the needs of the private sector.

## BENEFITS

- Benefits are most noticeable for those businesses which are hosting interns from multiple training providers.
- Being able to plan in advance for a specific number of interns, training requirements and matching the latter to work schedules and periods of high customer demand enables the businesses to adopt a more structured approach when delivering the internship. This in turn results in a better training experience for the interns and less disruption and cost for the host business.
- If a school develops these annual plans with several key businesses, internships become more predictable, enabling longer, multi-year relationships which make it possible to further refine the internship experience.
- Well-planned internships with prestigious employers also make for a great student incentive such as described under Case Study 6.

## COULD YOU DO SOMETHING SIMILAR?

Identifying key strategic partners in your local area is a starting point. These should be larger businesses capable of hosting higher numbers of interns. Online research through sites such as [www.tripadvisor.com](http://www.tripadvisor.com) or [www.agoda.com](http://www.agoda.com) can be used to identify potential partners and to initiate contact. The provincial Hotel and Restaurant Associations (see Case Study 2) or Departments of Information, Culture and Tourism may also be able to facilitate an introduction.

Site visits to key businesses can then follow through which TVET Schools can introduce themselves and their programmes, and discuss opportunities and requirements for upcoming internships. An alternative is to invite local businesses to a meeting in the School. In either case, it is good practice to document the plan / agreements through an MoU or contract with each host business.

## CHALLENGES

- Schools planning internships sufficiently in advance.
- Finding common ground and adapting to meet each other's needs.
- Ensuring all parties adhere to their commitments.

# Case Study 4: Pre-Internship Site Visits by Teachers Sector Associations

Organisation: Champasak Technical Vocational College, Pakse

## SUMMARY OF THE PARTNERSHIP

Prior to the internship placement, tourism and hospitality teachers from Champasak Technical Vocational College visit the businesses in which the internships are scheduled to take place.

This allows the teachers to inform and prepare employers for student arrivals, and to provide support and encouragement to those employers who are unsure or not fully committed yet.

## OPERATIONAL DETAILS

Once internships have been agreed on with host businesses (and ideally documented through an MoU), teachers visit all employers to brief them on the internships, the School and student expectations, and to provide them with any further information about the students' needs (accommodation, transport, personal issues etc.).

Some employers are apprehensive or reluctant with respect to internships and this is also a great opportunity to encourage and reassure them.

## KEY MESSAGES

The key point from this good practice is that it supports the private sector by providing clear planning and support, which are vital for high quality internships experiences. This is especially true for new internship providers, but equally valid for long-term partners who may have experienced staff turnover since the previous year.

## RESOURCE REQUIREMENTS

For this type of activity, resource requirements are limited to teacher-time and transportation costs. This is less of an issue in areas where the School / College is in close proximity to the private sector, but poses a greater challenge as distances increase.

## BENEFITS

- For host businesses, these visits can improve their understanding of the School's expectations and are especially useful to confirm learning objectives and logistical requirements. They could also be used for the signing of Internship Contracts.
- For Schools, these visits help fostering a relationship between the Internship Coordinator / Teacher and the Internship Supervisor within the host business. They lay the foundations for a higher quality internship through improved communication and a shared understanding of the expected internship learning outcomes.

## COULD YOU DO SOMETHING SIMILAR?

This case study represents a good practice that is relatively easy to replicate.

Once internships have been planned and agreed with hotels and restaurants, the TVET School should arrange a visits to all participating businesses in order to meet with the internship supervisors to plan the work that each student will undertake and the learning outcomes that they will have to achieve.

Discussions should cover practical matters such as hours of work, arrangements for late and weekend work, uniforms and the role of the supervisor in assessing the outcomes of the internship.

In order for such visits to take place, internships need to be planned and arranged well in advance of their actual start date. If this does not happen, pre-internship visits cannot implemented.

## CHALLENGES

- Allocating sufficient time to teachers for site visits if there are a large number of businesses hosting interns.
- Schools need to be able to engage with parents and the private sector effectively.
- A small budget is required for the event.

# Case Study 5: Training Internship Supervisors within Host Businesses

Organisation: Dongkhamxang Agricultural Technical College, Vientiane

## SUMMARY OF THE PARTNERSHIP

Dongkhamxang Agricultural Technical College organises an internship training workshop for all businesses who accept interns. The aim of the training is to support businesses to provide high quality learning for students during their internships.

## OPERATIONAL DETAILS

The need for this training was identified during an annual meeting between the College and the private sector and a review of internship experiences by past interns and employers. It was introduced as a response to some employers who reported that they did not know what to do with students during internships, and the need to develop a shared understanding of the internships between college and industry. Agriculture, as with tourism and hospitality, is typified with many small family businesses, many of which do not have good systems in place for hosting interns.

## KEY MESSAGES

This activity developed directly from listening and understanding the needs of the private sector. Engaging with and supporting businesses to implement quality internship experiences is especially important for small family businesses.

## RESOURCE REQUIREMENTS

The private sector needs to send the relevant personnel to the training course, covering any potential travel costs associated with this activity.

For the College, resources are required for the organisation and hosting of the training workshops, providing suitable trainers and communicating with the private sector to ensure the right personnel attend.

## BENEFITS

- Improved confidence of the host business in accepting interns.
- Improved communication between the Internships Supervisor and the College.
- Key staff within the host business are able to operate and support internships more effectively.
- Can raise the quality of the internship and assist in meeting the learning objectives.
- Can help in achieving a more consistent internship experience across a variety of businesses.

## COULD YOU DO SOMETHING SIMILAR?

This model is readily adaptable to TVET Schools and tourism and hospitality industry situations. This model differs operationally from the one used by Champasak TVET school (see Case Study 3) where teachers visit all internship partners prior to student placements. Here, internship supervisors from enterprises are invited to briefing and training in the School.

The training is an opportunity to plan the work that each student will undertake and the learning that is expected of them during the internship. This training can take place in a group setting but time should also be given to one-on-one meetings with each internship supervisor where possible.

Discussions should also cover practical matters such as hours of work, arrangements for late and weekend work, uniforms and the role of the supervisor in assessing the outcomes of the internship.

In order for training to take place, internships need to be planned and arranged well in advance of their actual start date. If this does not happen, pre-internship training has limited value.

## CHALLENGES

- Organisation of the first training workshop, the development of the training programme and preparing trainers.
- Ensuring host businesses commit to sending the most relevant people to the training.
- Sufficient advance planning of the internship partners to enable this training to take place.

# Case Study 6: Matching Internships to Employer Demand

Organisation: Xieng Khuang Integrated Vocational Education and Training School

## SUMMARY OF THE PARTNERSHIP

Xieng Khuang IVET School has made a conscious effort to try and match internships to employer demand – particularly in moving the time of internships to coincide with the tourism high season. Xieng Khuang IVET School holds regular pre-internship events to match employer demand during high season (numbers, skills areas, location) with student availability and interest.

This is a response to the industry's requests to reorganise internships so that they occur during the high season.

## OPERATIONAL DETAILS

Key local tourism and hospitality employers are invited to the School to meet in order to:

- Review experiences from past internships.
- Discuss changes to future internships - as a result of learnings from past experiences or with curriculum / diploma changes (for example).
- Learn about student preferences for internship locations.
- Agree the best timing for internships.
- Confirm number of interns that each business can accommodate for the next internship cycle.
- Work areas available.

## KEY MESSAGES

This example highlights the value of planning internships on a partnership basis with the private sector. Without understanding their needs and requirements, it is unlikely the value of an internship is being fully realised.

The flexibility to adjust the scheduling of the internships to match the high season demand is a common request from the private sector throughout Lao PDR.

## RESOURCE REQUIREMENTS

Minimal resources are required to host the pre-internship meetings, besides teacher-time, preparation of facilities and communication with the private sector. However, adapting to the needs of the employers – for example changing the time of year when internships are conducted – may take considerable time and effort to address.

## BENEFITS

- Learning about what the private sector is looking for, is able and willing to do, and the challenges it faces in delivering good quality internships are vital parts of the planning process.
- Supporting planned internships and helping accommodate employer needs.
- Enabling schools to plan and organise internships to maximise match between student wishes and industry opportunities.
- Enabling Schools to adjust internships to be more compatible with industry demands / availability.

## COULD YOU DO SOMETHING SIMILAR?

The TVET Department of the Ministry of Education and Sports has recently confirmed that schools can organise internships at times that are best suited to the needs of their industry partners, as Xieng Khouang IVET School has done.

This case study is also about building relationships between schools and industry partners where most of the businesses are small-scale, family owned businesses.

This example also highlights the need for learning from previous internships in order to plan and operationalise more effective internships in the future. This involves inviting all internship host organisations to the School in order to review their internship experience after each placement. This meeting can also be used to plan the next round of internships, to identify numbers that each employer can accommodate and the areas for work experience available.

Prior to organising such a meeting with internship hosts, it is also a good idea to review their internship experience with the student group and to use that to feedback information, positive aspects and issues to employers.

## CHALLENGES

Hosting a pre-internship planning meeting is most likely not the biggest challenge, but adapting to the industry needs could be.

Changing the time of internships from low to high season may take one or two school years to fully implement, especially if the School Internship Coordinator is responsible for internships across multiple different departments.

# Case Study 7: Allocating Internships Based on Academic Performance

Organisation: Lao German Technical College and Lao Toyota Services

## SUMMARY OF THE PARTNERSHIP

As part of their automotive course, the Lao German Technical College gives students a choice of internship options, prioritising the best academically performing students as a form of incentive and motivator for continued high performance through a school year.

## OPERATIONAL DETAILS

The students offered internship interviews with Lao Toyota Services are selected based on their overall academic performance, which acts as an incentive to perform well at school continuously throughout the year. The system operates with transparency and students are aware of how internship interview opportunities are allocated. The top batch of students have first choice regarding the companies to which they wish to apply.

## KEY MESSAGES

The value of building strong relationships with key partners that can offer multi-year support and reliability in the availability of internship opportunities.

This example also highlights the importance of students being involved in the internship placement selection process.

## RESOURCE REQUIREMENTS

This model is a school-based allocation system and requires no significant resources beyond teacher-time in its administration. However, collecting the information from each business, or organising field trips to visit the potential host businesses will require a small budget for transportation and administration for example.

## BENEFITS

- Providing a way for the School to incentivise performance in the classroom.
- Students have clear performance-related targets.
- Leading partners of the School know that they will have first access to those students who have performed best in school.

## COULD YOU DO SOMETHING SIMILAR?

The principle with this good practice is to reward academic performance with the best internships or, at least, giving these students the first choice of internship.

To make this work, students need to have full information about what each internship involves and what the different businesses have to offer. Therefore, the TVET school needs to communicate with each business to find out as much as possible about each internship opportunity and communicate this information to students.

Alternatives to this would be to invite businesses to schools to present their business to the students and explain about the internships (and future employment opportunities). Another option would be to arrange field trips to the businesses so students can make informed decisions about where they want to intern.

## CHALLENGES

This model assumes that there is an agreed hierarchy regarding the 'best' internship positions available and that students can be allocated objectively to these opportunities based on academic performance. Given the diversity of potential internship businesses in tourism and hospitality compared to engineering, this hierarchy is not so clear and an alternative process may be required as suggested.

# Case Study 8: Interviewing Interns

Organisation: Champasak Technical College

## SUMMARY OF THE PARTNERSHIP

Champasak Technical College has been one of six TVET colleges delivering the three-month Enhanced PTHAS Training Programme – specifically designed to give trainees the foundational skills needed to secure a job in the tourism and hospitality sector. A key part of the programme is a four-week internship programme with local businesses.

In order to assist in assigning interns to businesses, Champasak Technical College invite businesses to send their key staff to come and meet and interview the trainees. This gives the trainees a chance to learn more about the business available to intern with, while also giving the businesses a say in which interns they get to host.

## OPERATIONAL DETAILS

Prior to the commencement of the training programme, Champasak TVET College developed a partnership with the Champasak Hotel and Restaurant Association (CHRA), which facilitated access to key industry leaders and a wide range of potential businesses to work with. The CHRA supported the College by helping to identify potential host businesses for the internship component and facilitating introductions where necessary.

Once host businesses had been selected, they were invited to send their key staff (usually those in a management or HR position) to come to meet the students and interview them for an internship place. Prior to these interviews, teachers ensure students are prepared for the interview session with appropriate training. This may involve interview preparation, presentation and grooming tips, question and answer suggestions, etc.

## KEY MESSAGES

There are opportunities for engaging the private sector in many parts of the internship process, not just in the hosting of interns. Greater buy-in from local businesses is likely to lead to better quality internships and higher chances of employment for those trainees.

## RESOURCE REQUIREMENTS

An activity like this requires a number of resources from different parties. It requires:

- Host businesses to allocate suitable personnel to conduct the interview / assessment with sufficient time allocated for this.
- Students to have enough information about the different internship opportunities in order to make a selection. This may involve field trips or businesses making visits to the School to introduce themselves to the students.
- Teachers to support the students in preparing for interviews.

The day of the interviews would normally consist of:

- Host businesses introducing their businesses to the trainees;
- Students selecting businesses that they would like to apply to;
- Students taking turns to talk with the host business of their choice, normally with a maximum 5 min each per business;
- Businesses selecting trainees that they would most like to have.

## BENEFITS

- Enabling students to select businesses that they would like to work with. This selection may be affected by the location, type of business or particular area of the business they are most interested in.
- Enabling local businesses to select interns which may lead to employment after graduation.
- Building greater buy-in from local businesses.
- Giving students vital experience in the preparation of going through an interview / selection process.

## COULD YOU DO SOMETHING SIMILAR?

All businesses can engage actively with the selection process. Even smaller businesses can benefit from being involved in the selection of their interns.

TVET schools can invite local businesses to participate in the internship allocation process and to treat interns as if they were undergoing recruitment and selection for regular jobs.

The following are a number of steps that may help with this:

- Internship coordinator identifies and contacts the private sector, agreeing the number of internships that each business is able to offer and makes sure that they are aware that interviewing the intern is a part of the internship programme.
- Internship coordinator conducts briefing session with students to share list of participating businesses, to support students to prepare, and explain the process of the interview session.
- Internship coordinator manages the event, which may include presentations from the local businesses, an interview schedule (time management and student rotation), refreshments etc.
- Following interviews, each business should then submit their preferences. Interns and local businesses need to be best matched.
- Work with those students / businesses who have not secured / filled placements and provide solutions.
- Follow up with businesses and students to confirm the internship placements.

This process will take some time and, therefore, forward planning of internships is again a key necessity. Students need to have some prior knowledge of the businesses and what they can offer, either through field trips or having businesses come and introduce themselves to the students at the School.

## CHALLENGES

- Ensuring the host businesses assign relevant staff to attend the interview session.
- Preparing students for the interviews.
- Managing the selection process, especially for trainees who may not get their choice of placement.

# Case Study 9: Onboarding Interns as Regular Staff

Organisation: Crowne Plaza Hotel, Vientiane

## SUMMARY OF THE PARTNERSHIP

Like the previous Case Studies, Crowne Plaza selects interns using the same standard recruitment criteria and methods they would for regular staff. For those students selected to intern with Crowne Plaza Hotel, they then participate in a comprehensive two and a half day induction programme, known as 'Onboarding'.

## OPERATIONAL DETAILS

Internship students are treated in the same way as regular employees which includes participation in this comprehensive Onboarding programme alongside full-time staff starting at the same time. This requires interns to start on dates prescribed by the company and in keeping with their normal induction cycle.

The Onboarding programme includes introducing interns and new staff to the company brand identity, senior management personnel, health and safety policies and other company rules and regulations. It includes a lot of practical information designed to ensure employees and interns can integrate into the existing team and take up their new roles as easily as possible.

## KEY MESSAGES

This is a great opportunity for creating real learning and employment opportunities by introducing students to the regular recruitment process.

Having a good onboarding process for new staff as well as interns is a good practice that businesses could be encouraged to introduce if it does not have one already.

## RESOURCE REQUIREMENTS

Host businesses need to have an Onboarding or Induction programme and commit to being involved in the selection of students. For those that do not have one, resources are provided in the Internship Manual to support the introduction of one.

Schools need to align internship start dates with the host business needs. With multiple businesses on different start dates this may pose logistical difficulties.

## BENEFITS

- Students go through normal induction processes alongside full-time staff, and are therefore, well-positioned to undertake full work shifts early on in their internships. This makes eventual recruitment into full-time positions more likely.
- Providing students with real recruitment, selection and induction experiences.
- Students gain early experience of being treated like all other employees.

## COULD YOU DO SOMETHING SIMILAR?

All companies hosting interns should commit to a full induction programme at the start of the internship, introducing students to the company, its business, its departments, its people and the jobs that the students will be undertaking. How this works will depend on the size and complexity of the host business as well as the number of interns starting at any one time.

This case sees interns integrated with other new-start employees into the full company and hotel induction programme, which may not be necessary / applicable with smaller businesses. This is the best practice model but requires planning on the part of the TVET school and the host business to ensure that the students attend the induction from the start. Therefore, the TVET school and the internship coordinator there need to work closely with all host businesses to ensure that dates and times for the induction are agreed and communicated well in advance.

Guidelines for how to conduct an Orientation Session for new interns is included in the Internship Manual for those businesses that do not already do so.

## CHALLENGES

- For the host business, accommodating significant number of interns and recruits within the recruitment, selection and induction process at the same time.
- It is dependent upon the business having an induction / orientation process.
- For schools to comply with company organisational requirements in terms of application processes and start dates.
- Supporting students in their application and interview preparation.

# Case Study 10: Internship Site Visits

Organisation: Lao National Institute of Tourism and Hospitality (LANITH), Vientiane

## SUMMARY OF THE PARTNERSHIP

LANITH conducts site visits to all host businesses at least once during each student internship, in order to monitor students and get feedback from the employer. This visit is pre-arranged and is a formal part of the internship programme.

## OPERATIONAL DETAILS

After one month of each student's internship, the Internship Coordinator or nominated teacher will conduct a visit to the host business to observe the interns at work, meet with each intern to learn how the internship is progressing, and meet with the employer and / or department supervisor in order to get feedback on the students, including on:

- Work behaviour, including attendance, time-keeping, teamwork with colleagues and attitude.
- Experience of work – practical and emotional issues faced by the student.
- Customer relations – if the internship role involves customer contact, is the student confident and comfortable in this role? Do they manage to communicate effectively?
- Technical skills in working in their allocated department.

The outcomes of the visit are written up as a report which is available to both the employer and the school.

## KEY MESSAGES

This model emphasizes the importance of continued engagement between the School, host business and student during the internship period.

## RESOURCE REQUIREMENTS

For the host business, they need to set aside time to meet and discuss these issues with the Internship Coordinator or teacher.

For the School, teacher-time and associated travel costs for each site visit, which may be significant with a large number of students or if they are dispersed across a large geographical area.

Design of the interview questions and the teacher required time to write each report.

## BENEFITS

- Demonstrating a duty of care for the student and their well-being during the internship.
- Offering an opportunity to learn and supporting interns and employers if any problems occur during the internship.
- Giving the Internships Coordinator an opportunity to see how this internship is progressing and suggest measures to re-focus on the learning outcomes (for example) if this is an issue.

## COULD YOU DO SOMETHING SIMILAR?

This model is at the heart of good practice with regard to internships. Despite the costs associated with visiting all students, such visits are essential to ensure that the internship contributes effectively to student learning – if problems are identified only after the internship is completed, it is too late to make any changes for those students.

It is essential that visits are planned in advance with both the employer and the student and that clear objectives for the visit are understood by all stakeholders.

## CHALLENGES

- It is a time-consuming model, dependent upon the availability of teachers to visit each employer during the course of the internship and complete the subsequent report.
- Facilitating the application process: It requires funds for teachers to travel to each of the host businesses, which can be substantial if host businesses are dispersed over a large area.

# Case Study 11: Reviewing the Internship

Organisation: Northern Agricultural Forestry College (NAFC), Luang Prabang

## SUMMARY OF THE PARTNERSHIP

NAFC demonstrate an approach to internships that involves host businesses in the planning, execution and review of the internship experience.

## OPERATIONAL DETAILS

- Internships are planned with advice from an Advisory Committee that includes representatives of the School and industry.
- All businesses visited in advance to plan internship – activities, timing of internships.
- Matching of student demand with employer opportunity.
- Employers are invited to student presentations about their experience after the internship.
- Employers review internships at the end of each cycle and learning from this influences the next round of internships.

## KEY MESSAGES

The review process at the end of the internship, ideally with the involvement of students and internship hosts, is a vital learning process for the School, and should offer opportunities for improvements for the next cycle of internships.

## RESOURCE REQUIREMENTS

- Time commitment to participate in planning, delivery and evaluation of internships.
- Organisation of events to support internships, pre- and post-event.
- Necessary budget for teacher-time, possible travel and hosting of events.

## BENEFITS

- Planning and organising internships designed to match company needs.
- Involvement of the private sector in both the planning and review stages of the internship cycle is vital for developing more in-depth partnerships, building trust and higher quality internships.
- The review process enables lessons to be learnt, suggestions from the private sector to be gathered and agreed changes implemented prior to the onset of the next internship period.

## COULD YOU DO SOMETHING SIMILAR?

This model can be replicated by building a strong network of local employers and engaging with them on a regular basis. Such engagement can involve:

- Involvement of hotels and restaurants in a TVET Advisory Committee to help with internship planning and review.
- Identification of internship opportunities offered by each employer.
- Signing of an MoU between TVET school and employer with details of the internship programme and support on offer.
- Matching of employer vacancies with student choice.
- Review of all internships after completion with involvement of employer, TVET school and student.
- Planning next internships based on experience of this cycle with formal feedback from each employer and student on what worked and what could be changed.
- Review of all internships after completion with involvement of employer, TVET school and student.
- Planning next internships based on experience of this cycle.

## CHALLENGES

- Maintaining contact and engagement with a large number of employers.
- Getting host businesses to fully engage in the process.



Pandan tea (cold)

Lipton tea

Iced tea with lime

Mint, Lemongrass, ginger tea

Lemongrass, ginger, pandan

Lime juice

Lime soda with mint, honey

Coke, Sprite, Soda water

Beer Lao small/large

Tiger head water

Fruit Shake, F

Rosella soda

Butterfly pea

Fresh c

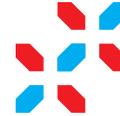




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