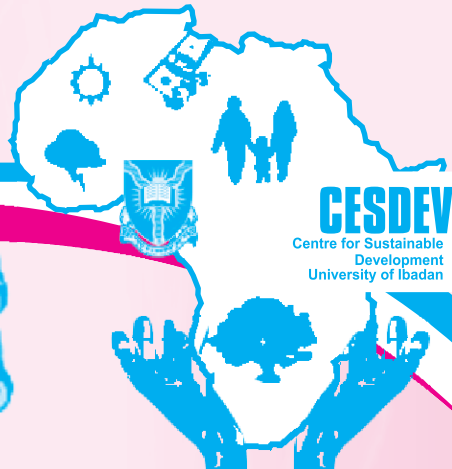




**University of Ibadan**  
Ibadan, Nigeria



**Centre for Sustainable Development**  
**Development Practice Programme**  
**Master's in Development Practice Programme**



# Internship Manual

*Prepared by*

Labode Popoola  
Olanrewaju Olaniyan  
Olawale Olayide



University of Ibadan, Ibadan, Nigeria  
Centre for Sustainable Development (CESDEV)  
Development Practice Programme (DPP)  
Master's in Development Practice (MDP) Programme

## **Internship Manual**

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**Olanrewaju Olaniyan**  
**Olawale Olayide**



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4. How has the intern developed professionally and personally during this internship?

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5. How well was the intern prepared to take on this internship (academic preparation, maturity, job skills, etc.)? Please elaborate and give examples of additional preparation you would recommend.

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6. What additional preparation do you recommend to prepare the intern for an entry-level position in your field?

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## *Contents*

<b>1. Introduction</b>	<b>1</b>
<b>2. Objectives</b>	<b>2</b>
<b>3. Structure</b>	<b>3</b>
<b>4. Responsibilities of Key Stakeholders</b>	<b>4</b>
<b>5. Requirements of Institutions</b>	<b>7</b>
<b>6. Grading System</b>	<b>9</b>
<b>7. Ethics and Principles</b>	<b>10</b>
<b>8. Evaluation</b>	<b>13</b>

## 2. OBJECTIVES

*Internship is a required course for the MDP programme. It is a period when the interns are meant to:*

- develop operational skills, gain experience, and enhance professional self-confidence as a development practitioners or policy analyst;
- make a service contribution during the course of training that will not only be useful to the agency or organisation where they have their internship, but also will enhance the students management and analytic skills and self-confidence; and broaden students' professional network base

*The core learning outcomes of the internship are :*

1. To gain a first-hand understanding of key interconnected sectors, including education, agriculture, environment, health, nutrition, energy, infrastructure, water, gender and community development;
2. To demonstrate effective use of project cycle management through problem identification, analysis, design, implementation, monitoring and evaluation;
3. To integrate knowledge of cross-sector, cross-cutting issues, local insights and community participation into field training projects and activities;
4. To identify effective strategies for policy intervention to advance sustainable development (at the local, national and global level);
5. To demonstrate a critical use of self-reflection and interpersonal skills and dynamics to analyse attitudes, perceptions and biases; and
6. To communicate important achievements and challenges in implementing a multi-sectoral project including videos, multi-media presentations and project reports.

## C. Intellectual and Professional Background

Intellectual and professional background	Low (1)	Fair (2)	Average (3)	Good (4)	Excellent (5)	Not applicable
Knowledge of field						
Thinks independently within professional framework						
Recognizes problems and develops solutions						
Demonstrates ethical and moral conduct						
Follows directions						

## D. Communication Skills

Communication Skills	Low (1)	Fair (2)	Average (3)	Good (4)	Excellent (5)	Not applicable
Written communication						
Oral communication						
Listening skills						



assigned to a University lecturer who serves as advisor to the student on all matters of the internship. The university supervisor should maintain contact with the site supervisor. Periodic contacts should be made at the beginning, midpoint, and end of the internship period. Visitations to the organization should be arranged at the discretion of the university supervisor. An evaluation of the student intern should be obtained from the site supervisor at the midpoint of the internship programme.

### C. Evaluation

Two to three weeks before the end of the internship, the University supervisor should meet with the student to review the progress on the internship and to reaffirm the deadline for completion of the internship.

Six weeks into the internship, the student is expected to submit a mid-term evaluation of the internship form completed by the on-site supervisor and submitted to the University supervisors and copied to the MDP Coordinator. The assigned University lecturer is expected to visit the student at his/her place of internship at least once during the internship period.

At the end of the internship, the student must write an internship report stating the problems, development challenges encountered and how the problems were solved during the internship. The report must be submitted to the MDP coordinator not later than two weeks after the completion of the internship. This report shall be written and presented in a seminar organised for that purpose, at the discretion of the MDP Coordinator. Each student must present a seminar on the internship experience to all the Faculty and students of the MDP programme.



## 8. EVALUATION

### Section I

(To be completed by on-site Supervisor)

Please complete this evaluation and give concrete examples in your discussion. After you and the intern have signed this evaluation, please forward a copy to the faculty supervisor and give a copy to the intern.

### A. Demographic Characteristics

Name of intern: \_\_\_\_\_

Matriculation Number: \_\_\_\_\_

Organization: \_\_\_\_\_

Internship Position: \_\_\_\_\_

Name of on-site Supervisor: \_\_\_\_\_

Faculty Sponsor: \_\_\_\_\_

Brief description of responsibilities of the Intern

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## 7. ETHICS AND PRINCIPLES

*Here are a few guidelines/principles and ideas to help the interns get on track. These are:*

1. **Follow the chain of command.** It is important for you to know the formal and informal reporting structures within your organization where you are serving. Once you understand them, follow them! The unspoken rule is this: do not go around, behind or over anyone. Follow the chain of command in all your communications and actions. That means go to your on-site supervisor first.
2. **Respect confidentiality.** You can talk about issues, projects, and the work environment, but refrain from talking about people. Gossip can get back to people and wind up hurting you. Don't be hurt if you are left out of certain discussions - some issues are for staff ears and eyes only. Finally, don't take sides; stay clear of inter-office politics.
3. **Respect the support staff.** They have been there longer than you, and they know more than you. They can be terrific allies in helping you break in, helping you understand the unspoken rules, and helping you accomplish your goals if you treat them with the respect they are due. Wipe the thought "just a secretary" out of your mind. Remember this: without support staff, the organization would not run.
4. **Learn basic social skills.** This might seem rather silly, but if no one ever taught you such rituals, you are well advised to learn them quickly! Go to the library and read some etiquette books, or pattern your behaviour after those around you. How you handle hellos, good-byes, and basic courtesies of speech and action can win friends or turn people off. For example, do not sit down in someone's office until you are invited to do so. Keep your feet off the furniture. Don't chew gum.

- respond in a timely manner to any issues that need faculty advisor's attention;
- contact the MDP coordinator and CESDEV Director with particular problems that may arise; and
- contact the students on-site supervisors at least once during the programme to check on student performance and thank them for their participation and collaboration.

### D. MDP Programme Coordinator

The MDP Coordinator is responsible for reviewing and approving completed field training plans and assigning final field training grades in conjunction with the Faculty advisors.

*Other responsibilities are to:*

- monitor field training activities to ensure high standards;
- intervene when appropriate in situations that may arise during the placement;
- make periodic contacts with the student and the internship organisation at the beginning, midpoint, and end of the internship. Site visitations should be arranged at the discretion of the coordinator; and
- obtain an evaluation of the student from the site supervisor at the midpoint of the semester and at the end, before the last day of the internship.

## 5. REQUIREMENTS OF INSTITUTIONS

### A. Approved institutions

*Approved institutions where the internship can be done must:*

- be an established organisation, agency or CBO/NGO engaged in different aspects of development practice in line with the four core competency areas of the MDP programme;



- consider participation in field training a professional obligation
- have one or more ongoing programmes that could provide the student with needed learning opportunities;
- have an opportunity for the student to gain important operational experience;
- have competent staff who are interested in ensuring that the student learns as much as possible while in the organisation; and
- provide stipends and necessary materials support to the student, such as a desk, supplies, travel, secretarial support, and the like, in order to facilitate the completion of any tasks the student is assigned as part of field training

*The MDP programme does not encourage students undertaking the internship in the place where they are currently working. However, any student who wishes to do internship in the organisation in which he/she is currently working, or has previously worked, must satisfy the following criteria:*

1. must hold a different position than that currently/previously held and/or be assigned different tasks than those currently/previously assigned; and
2. must report to a different supervisor than currently/previously responsible.

### B. On-site Internship Supervisor

*A professional chosen as an on-site Internship Supervisor should:*

- hold a responsible position within the organization;
- recognize the role as an opportunity to teach;
- be professionally qualified to meet the needs of the student;

- participate in the development of the field training plan;
- have the ability to assign duties, provide necessary resources to the student, and facilitate communication with others as appropriate;
- be able to devote sufficient time to field training activities, including planning, supervision, and evaluation; and
- be amenable to working and interacting with the faculty advisor and MDP Coordinator.

## 6. GRADING SYSTEM

It should be noted that the score for the internship also incorporate the grades obtained from the programme's various field trips. The structure of grading of the internship is presented in the Table below.

Item	Score
Preparation and submission of internship plan (including explanation of the internship experience to the MDP core competency learning needs)	10
Preparation of internship reports, according to timelines	30
Seminar presentation after the internship (to be assessed by internship panel)	20
Evaluation of performance during internship by field supervisor	10
<b>Grade from the Field Trips</b>	<b>30</b>
Local field trips = 15	
Foreign field trip = 15	
<b>TOTAL</b>	<b>100</b>

### *Participation on an Internship Panel*

This is for the purpose of finalising the grade for the internship. All the students must be present and each student will make a presentation on his/her experience following the lines of the report earlier submitted.

*Specifically, the Supervisors responsibilities are to:*

- develop an understanding of CESDEV and MDP's philosophy, policies, standards, and procedures pertaining to the internship especially as an academic course that must be fulfilled by all students;
- participate in the preparation of the student's field training plan;
- make the student feel welcome in the organisation, facilitate the student's orientation, assign appropriate tasks, and provide suitable and regular time for supervisory discussion with the student;
- certify completion of the internship by the student and return an evaluation of the student's performance; and
- Willing and interested Supervisors may serve as future liaisons between the MDP and their agencies.

### C. Faculty Advisors

*These are the lecturers responsible for participating in the planning and supervision of the internship of their advisees. Specifically, their responsibilities are to:*

- help each advisee to identify career interests and related learning objectives that are best met through the internship programme;
- increase their knowledge of employment opportunities available for students and subsequently help each advisee to gain a proper appreciation of learning opportunities available in different settings;
- refer students, when appropriate, to other members of the faculty for advice;

### 5. Be Punctual and Prompt

Tardiness and absenteeism signal a disrespect for others' time, a lack of interest in the work. Promptness signals eagerness, responsibility, respect for others. At the beginning of the day and at all your meetings, be on time or five minutes early. As for being absent from work, serious illness or family emergencies are the only reasons which may justify absence. It is important to call immediately and speak directly with your on-site supervisor if you have a problem which will keep you from your internship.

6. **Learn to make a positive first impression.** Practice until you acquire a firm handshake. Learn how to make introductions and how to introduce yourself to those you don't know. Be friendly, smile and extend yourself. These are all parts of those important first impressions which really can earn you points. Picture this: the Executive Director of your organization is coming down the hall toward you. You are alone. She is a valuable person to know. Are you ready to introduce yourself?

7. **Dress the part.** Yes, this is important! When you walk in the door of your internship site, even if it is on campus, you are no longer a student. We repeat: you are no longer a student. Appropriate attire is different for every organization. Look around you. What are others wearing? What about their hair styles? What kind of accessories are the norm, including earrings for women? Model your dress and grooming after that of your supervisor and other professional staff, and you cannot go wrong.

8. **Speak the correct language and do not use vulgar language.** Every profession has its professional language. Listen to the language of those around you, listen to your own language, and speak as a professional.



9. **Be a good ambassador.** Be cognizant of the fact that you reflect your institution. How you perform and behave during your internship defines what people think of your institution.
10. **Remember the long-term mutual benefits.** Overall, think about the long-term benefits of good internship etiquette. Many of you will ask your on-site supervisors for job recommendations or contacts. Some of you will apply for full-time or summer jobs at your internship site. Have you proven that you can make it in that type of environment? Have you earned a positive recommendation? What you do today can stick with you for a long time. Make it count!

## 4. RESPONSIBILITIES OF KEY STAKEHOLDERS

### A. MDP Students

#### *Students are required to:*

- learn the mission, goals and focus of work of the place of internship;
- ask faculty advisor for assistance in selecting an area of career interest to develop during the internship, select the internship placement site, and develop an appropriate field training plan;
- maintain active communication with the faculty advisor for guidance and monitoring of field training activities;
- provide all appropriate documents related to the internship activities in a timely manner; and
- conduct themselves as responsible and mature professionals during the internship period and comply with the organisation's code of conduct, and meeting all obligations and responsibilities according to schedule of responsibilities.

### B. On-site Supervisors

The internship on-site supervisors perform functions that are similar to clinical or laboratory instructors, ensuring a meaningful learning experience for the student with the commitment, zeal, and enthusiasm of a good teacher. The on-site Supervisor is also expected to be a responsible official in the agency who ensures that students fully comply with its policies and standards.

## B. Personal Traits and Qualities

Personal traits and qualities	Low (1)	Fair (2)	Average (3)	Good (4)	Excellent (5)	Not applicable
Attendance						
Punctuality						
Reliability						
Appropriate dress/appearance						
Cooperation						
Initiative and resourcefulness						
Exercises sound judgment						
Willingness to learn						
Accepts constructive criticism						
Interacts well with staff and constituents						
Level of professionalism						

## 3. STRUCTURE

### A. Prerequisite Steps

#### Step I: Identification of the place of internship

This can be done independently or collaboratively by the MDP Coordinator and the students. In this wise, the University writes an official letter of introduction and request to the organisation seeking the acceptance of the student for internship. Both the MDP management and the student do the follow-up.

**Step II: Get an acceptance letter from the organisation and get approval from the University.** In the letter from the organisation, an on-site supervisor must be identified and there must be a clear statement signed by the student and the on-site supervisor on what will be done during the internship as well as expected outputs and outcomes. ***Please note that, in order to avoid any conflict of interest, no family member may serve as on-site supervisor for your internship.***

The students proceed on the internship for a period of three months. At the beginning of the internship, each student should find time to discuss with the on-site supervisor on the organisation's goals, the organisational environment and people. The discussions should also include the benefits to the intern and the organisation as well as expected outcome of the programme.

### B. Academic Oversight

There should be explicit academic oversight of the MDP internship programme. In this wise, ongoing meetings should be scheduled with the student to discuss the internship experience. Students are therefore,



## Section II

***This section is to be completed by on-site Supervisor and does not require Intern's Signature***

***Please note that your responses to the following questions will help us assess the intern's performance.***

1. Please list five adjectives which describe the intern:

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_
- d. \_\_\_\_\_
- e. \_\_\_\_\_

2. How well did the intern complete his/her projects and responsibilities? To what degree were the learning objectives and activities met?

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3. What did the intern accomplish or add to your organization which would not have occurred otherwise?

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### E. General Performance

General Performance	Low (1)	Fair (2)	Average (3)	Good (4)	Excellent (5)	Not applicable
General attitude toward the internship						
Quality of work performed						
Quantity of work performed						
Compared to other interns, what is the intern's performance						

Please elaborate on areas for improvement for the student as rated above.

Give examples.

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Student's signature: \_\_\_\_\_

Supervisor's signature: \_\_\_\_\_

## 1. INTRODUCTION

The internship programme of the Master's in Development Practice (MDP) Programme is a required course taken in the third semester of the programme. It is designed to provide students with practical, real world work experience and in the process contribute meaningfully to the MDP programme through any assignment that is given to them at the organisation where they do their internship. Students may work either within or outside Nigeria, but such activities must be directly involved in and dedicated to solving development challenges. The internship process is embarked on with the careful input from collaborating MDP organizations and appropriate development projects for students to join are identified. All MDP students must participate in the internship programme.

The MDP Internship is both a practical course as well as an on-the-job training experience in development practice. The internship provide opportunities for students to gain experience in the various fields of development practice, further develop the students' interest in the career and create a network of contacts. The gains and opportunities are two ways as the internship provides employers with cheap labour for the tasks they perform and students experienced in development practice are enriched with the hands-on field experience. Interns will need little or no training. Such interns provide added value to the organisations.

The structure of the MDP internship is that the interns can be remunerated or compensated. Also students on internship might be retained by the organisation where they served.



*Published by:* University of Ibadan, Ibadan, Nigeria  
Centre for Sustainable Development (CESDEV)  
Development Practice Programme (DPP)  
Master's in Development Practice (MDP) Programme

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*Website:* www.cesdev.ui.edu.ng

First Published: April 2012

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7. If problems or concerns arose during this internship, please explain.

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8. Please summarize your opinion of the intern's performance. You may include strengths, improvements needed, and prediction for success in the future.

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9. What are your comments and suggestions on the internship programme?

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*On-site Supervisor's Signature*

*Date*



**University of Ibadan**  
**Ibadan, Nigeria**



**Centre for Sustainable Development**  
**Development Practice Programme**  
**Master's in Development Practice Programme**

# **Internship Evaluation Form**

**Matric No:** \_\_\_\_\_

**Session:** \_\_\_\_\_

**Student's Grade**



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First Published: April 2012

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# INTRODUCTION

The internship programme of the Master's in Development Practice (MDP) Programme is a required course taken in the third semester of the programme. It is designed to provide students with practical, real world work experience and in the process contribute meaningfully to the MDP programme through any assignment that is given to them at the organisation where they do their internship. Students may work either within or outside Nigeria, but such activities must be directly involved in and dedicated to solving development challenges. The internship process is embarked on with the careful input from collaborating MDP organizations and appropriate development projects for students to join are identified. All MDP students must participate in the internship programme.

The MDP Internship is both a practical course as well as an on-the-job training experience in development practice. The internship provide opportunities for students to gain experience in the various fields of development practice, further develop the students' interest in the career and create a network of contacts. The gains and opportunities are two ways as the internship provides employers with cheap labour for the tasks they perform and students experienced in development practice are enriched with the hands-on field experience. Interns will need little or no training. Such interns provide added value to the organisations.

The structure of the MDP internship is that the interns can be remunerated or compensated. Also students on internship might be retained by the organisation where they served.

## GRADING SYSTEM

It should be noted that the score for the internship also incorporate the grades obtained from the programme's various field trips. The structure of grading of the internship is presented in the Table below.

Item	Score
Preparation and submission of internship plan (including explanation of the internship experience to the MDP core competency learning needs)	10
Preparation of internship reports, according to timelines	30
Seminar presentation after the internship (to be assessed by internship panel)	20
Evaluation of performance during internship by field supervisor	10
<b><i>Grade from the Field Trips</i></b> Local field trips = 15 Foreign field trip = 15	30
<b>TOTAL</b>	<b>100</b>

### ***Participation on an Internship Panel***

This is for the purpose of finalising the grade for the internship. All the students must be present and each student will make a presentation on his/her experience following the lines of the report earlier submitted.

(To be completed by on-site Supervisor)

Please complete this evaluation and give concrete examples in your discussion. After you and the intern have signed this evaluation, please forward a copy to the faculty supervisor and give a copy to the intern.

**A. Demographic Characteristics**

Name of intern: \_\_\_\_\_

Matriculation Number: \_\_\_\_\_

Organization: \_\_\_\_\_

Internship Position: \_\_\_\_\_

Name of on-site Supervisor: \_\_\_\_\_

Faculty Sponsor: \_\_\_\_\_

Brief description of responsibilities of the Intern

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## B. Personal Traits and Qualities

Personal traits and qualities	Low (1)	Fair (2)	Average (3)	Good (4)	Excellent (5)	Not applicable
Attendance						
Punctuality						
Reliability						
Appropriate dress/appearance						
Cooperation						
Initiative and resourcefulness						
Exercises sound judgment						
Willingness to learn						
Accepts constructive criticism						
Interacts well with staff and constituents						
Level of professionalism						

### C. Intellectual and Professional Background

Intellectual and professional background	Low (1)	Fair (2)	Average (3)	Good (4)	Excellent (5)	Not applicable
Knowledge of field						
Thinks independently within professional framework						
Recognizes problems and develops solutions						
Demonstrates ethical and moral conduct						
Follows directions						

### D. Communication Skills

Communication Skills	Low (1)	Fair (2)	Average (3)	Good (4)	Excellent (5)	Not applicable
Written communication						
Oral communication						
Listening skills						



## E. General Performance

<b>General Performance</b>	Low (1)	Fair (2)	Average (3)	Good (4)	Excellent (5)	Not applicable
General attitude toward the internship						
Quality of work performed						
Quantity of work performed						
Compared to other interns, what is the intern's performance						

Please elaborate on areas for improvement for the student as rated above.

Give examples.

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Student's signature: \_\_\_\_\_

**require Intern's Signature**

***Please note that your responses to the following questions will help us assess the intern's performance.***

1. Please list five adjectives which describe the intern:

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_
- d. \_\_\_\_\_
- e. \_\_\_\_\_

2. How well did the intern complete his/her projects and responsibilities? To what degree were the learning objectives and activities met?

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3. What did the intern accomplish or add to your organisation which would not have occurred otherwise?

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4. How has the intern developed professionally and personally during this internship?

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5. How well was the intern prepared to take on this internship (academic preparation, maturity, job skills, etc.)? Please elaborate and give examples of additional preparation you would recommend.

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6. What additional preparation do you recommend to prepare the intern for an entry-level position in your field?

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7. If problems or concerns arose during this internship, please explain.

8. Please summarize your opinion of the intern's performance. You may include strengths, improvements needed, and prediction for success in the future.

9. What are your comments and suggestions on the internship programme?

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*On-site Supervisor's Signature*

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*Date*

## SCORING SHEET

S/N	Items	Maximum Score	Student's Score
1	Preparation and Submission of intership	10	
2	Preparation and submission of intership reports according to timelines	30	
3	Seminar Presentation after the intership	20	
4	Evaluation of performance during intership by field (on-site) Supervisor	10	
5	Local Field trips	15	
6	Foreign trip	15	
	<b>Total</b>	<b>100</b>	

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MDP Coordinator's Signature

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Date