

Guidebook on ASEAN SME Staff Exchanges and Internships



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Foreword



As the ASEAN Region draws closer to the realization of its vision to establish a unified economic community, the need to crystallize the modes of engagement and definition of roles between and among Member States and their instrumentalities is becoming more evident.

This Guidebook is a response to such necessity. It elucidates the processes involved to operationalize the *Internship and Staff Exchange Program* in the ASEAN Region. It is a step-by-step manual that explains the process framework in the conduct of internship and staff exchanges by participating ASEAN Member States. It also provides a menu of internship schemes available to micro, small and medium enterprises.

This Guidebook tries to explain as well the benefits that may be gained by all the participants in the Internship and Staff Exchange Program: the intern, the enterprise sending the intern, the host enterprise, the industry associations, the academic institutions, among others. This Guidebook also proposes the creation of a Coordinating Body which would facilitate the effective and structured conduct of skills training and internship/staff exchanges.

I hope that this would be widely utilized by the SMEs in the region and be of great help to them as we team up to address the call for greater information, skills and technology exchange to raise productivity and quality standards and improve competitiveness in the region.

The ASEAN SME Working Group's espousal of the Internship and Staff Exchange Program is a concrete reaffirmation of our collective commitment towards the realization of greater regional cohesion and cooperation as one ASEAN Economic Community.


Jerry T. Clavesillas

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09 June 2014

Introduction

The highly dynamic business environment has led to an increased demand from the industry to obtain the needed skills and competencies from students, workers and other employable adults. With the establishment of the ASEAN Economic Community, it has become more important to build stronger linkages among the industry, the academe and the government, to address the upgrading of skills and competencies among nationals in the region. What better way to upgrade these skills and competencies than to establish a staff exchange or an internship program that will highlight the workmanship, artistry and professionalism unique in the region.

With a proper framework that will facilitate collaboration among stakeholders, it is hoped that the education and training needed by the participants will be achieved. This will increase their chance to be absorbed by the industry, ultimately helping businesses, especially small and medium enterprises (SMEs), upgrade their ability to play in a globalized business environment.

The Department of Trade and Industry's Bureau of Micro, Small and Medium Enterprise Development partnered with the University of the Philippines Institute for Small-Scale Industries in a project called the *Establishment of a Regional Program for the Promotion of Internship Scheme for Staff Exchanges and Visits for Skills Training*. The project, which has funding support from the Japan-ASEAN Integration Fund, aims to improve the competitiveness of SMEs in the ASEAN region by providing them with opportunities to develop or enhance their business competencies through internship scheme and business exposure activities.

Hence, this guidebook was prepared to facilitate the conduct of staff exchanges or internships among willing and committed host enterprises in the ASEAN region. It establishes the procedures needed to implement a meaningful exchange or internship program that aims to enhance the skills and competencies that are already inherent in the exchange worker or intern. It also provides some guidelines on monitoring and evaluating participants in the program as well as some recommendations on how to sustain it and establish a network of movers and facilitators that will ensure its continuity.



Delegates from the ASEAN Entrep-Internship for Skills and Competencies Development held on 23 August 2013, and the ASEAN Internship Program Regional Discussion held on 10 January 2014. Both events were held in Manila, Philippines.

The contents of this guidebook are the result of the scoping activities done in relation to this ASEAN internship project. The scoping phase began with the consultation meetings made during the study visits held in Singapore, Malaysia and Thailand. It was followed by an online survey participated in by respondents from the 10 ASEAN member states (AMS). Finally, internship schemes that may be adopted in the region were identified based on the consultations, discussions and syntheses made during the Summit on the ASEAN Entrep-Internship for Skills and Competencies Development attended by participants from the Philippines on 23 August 2013, and during the Regional Discussion on the ASEAN Internship Program attended by

48 delegates from Japan and the ASEAN region on 10 January 2014. Both events were held in Manila, Philippines.

This guidebook combines the best practices identified from various internship programs in the region such as the SME-University Internship Programme in Malaysia, SPRING Singapore's SME Talent Programme and the Medium and Small Scale Industries Coordinated Action Program of the Philippines.



In November 2013 AMS visits were done in Singapore, Malaysia and Thailand as part of the scoping phase of the project.

Rationale

Staff exchanges and internships are effective means to upgrade skills and competencies, which are not immediately learned in the classroom, laboratory or training facility. Industry-related skills and competencies, which are required by the job, must be obtained through proper training in a workplace setting.

There are instances where worker exchange activities, internships and on-the-job training programs are not formally conducted or effectively monitored and evaluated. Hence, this guidebook was prepared to present an array of schemes that the participants may follow in the conduct of staff exchanges and internships in the ASEAN region.

Objectives

The aim of this guidebook is to facilitate the conduct of a staff exchange or internship program in the ASEAN region. Specifically, this guidebook seeks to:

1. Introduce effective schemes that the participants in a staff exchange or internship program may follow in conducting activities related to the program,
2. Lay down steps in formalizing the skill and competency development by the proper implementation of the staff exchange or internship, and by the effective monitoring and evaluation of the performance of the staff or intern.
3. Provide some methods in the establishment of a network among stakeholders to ensure sustainability of the exchange or internship program.

Internships and Staff Exchanges Defined

The Random House Unabridged Dictionary 2013 Edition defines internship as “any official or formal program to provide practical experience for beginners in an occupation or profession.” Formality, or the employment of structured learning is therefore emphasized.

Current literature, meanwhile, puts staff exchanges in the academic context. For example, the Colleges of the Fenway, a collegiate consortium in the Longwood Medical and Academic Area of Boston, Massachusetts, defines a student and faculty or staff exchange as one that involves two-way travel of students or faculty or staff with a specific university (Global Education Opportunities Center, n.d.).

For purposes of implementing an internship program in the ASEAN region, this guidebook will use the two terms interchangeably to refer to a formal or structured staff exchange where interns coming from two ASEAN member states will be swapped or exchanged to receive hands-on or practical training from the host enterprises in the same industries where they belong.

Host enterprises may not necessarily be in the same type of business of the mother firm of the interns or exchange staff and may not necessarily sell or produce the same type of products. However, it is important that through the internship or staff exchange the host enterprises will be able to upgrade the skills and competencies of the interns and in the process develop the human resource capability of the mother firms where they work.

Glossary

Academic Calendar

The timetable followed by schools usually divided into terms, semesters or trimesters.

Acculturation

Assimilation into the culture of the place or country where the internship is being conducted.

AMS/s

ASEAN member state/s

ASEAN Integration

The realization of the end goal of economic integration as espoused in the Vision 2020, which is based on a convergence of interests of ASEAN Member Countries to deepen and broaden economic integration through existing and new initiatives with clear timelines (Roadmap for an ASEAN community, 2009-2015, 2009).

Association of Southeast Asian Nations

A political and economic organization of 10 countries located in Southeast Asia, which was formed on 8 August 1967 by Indonesia, Malaysia, the Philippines, Singapore and Thailand. Since then, membership has expanded to include Brunei, Cambodia, Laos, Myanmar (Burma) and Vietnam. The ASEAN Secretariat is based in Jakarta, Indonesia.

Certification

Formal procedure by which an accredited or authorized person or agency assesses and verifies (and attests in writing by issuing a certificate) the attributes, characteristics, quality, qualification, or status of individuals or organizations, goods or services, procedures or processes, or events or situations, in accordance with established requirements or standards (What is certification? Definition and Meaning, n.d.).

Competency/ies

Ability/ies to perform a skill/s properly. Ability to speak a language is a skill, but ability to speak it fluently is a competency.

Consulting-based Learning for ASEAN SMEs (CoBLAs)

An integrated educational and consultancy program introduced by an Entrepreneurship Research Group consisting of members from Japan, Thailand, Cambodia, Malaysia, Laos and Indonesia; in this program, students are immersed in real business activities to encourage them to start their own enterprises while the small and medium enterprises involved benefit from the consultancy-like assistance provided by the students and their mentors.

Coordinating Body

An organization suggested to be created in the ASEAN region to facilitate the efficient conduct of staff exchange within and between ASEAN member states. This body is proposed to be called the *ASEAN Staff Exchange Council*.

Dispatch Program

In Japan, a program where either Japanese experts or young Japanese business people or university students are sent to developing countries (mainly Asian countries) to serve either as technical experts, who will provide advice and guidance on improving trade and investment environment and on fostering local industries; or as young interns who will be provided with working experience in real operational sites at private companies, government organizations or industry associations.

Focal Agency

The main steering or driving organization.

Host or Host Enterprise

The business enterprise that serves as the venue for the internship or exchange program.

Industry Association

A group of business enterprises of similar economic activity.

Intellectual Property

A work or invention that is the result of creativity, such as a design or a recipe, to which one has rights as an owner and for which one may apply for a patent, copyright, trademark, etc..

Intern

A person serving as a learner in an internship program; may be a student, a staff or a worker from an SME other than the host.

Internship

Any official or formal program to provide practical experience for students, staff or workers of an SME.

Internship Model	The example by which an enterprise, an agency or an academic institution can follow in setting up its internship program.
Internship Proper	The actual operation or implementation of an internship program.
Internship Scheme	The particular mode by which an enterprise, an agency or an academic institution can implement its own internship program; patterned after another agency, academic institution or association.
Job Shadowing	Observing an experienced worker how to finish work or an assignment throughout a day.
Marketing Skills	Interpersonal and networking skills; may also include overall business acumen.
Minimum Wage	The lowest salary an employer is authorized by law to pay for workers in a given country.
Ministry of Trade	A cabinet-level or an executive agency of government which regulates and develops trade and economic activity in a country.
Non-Disclosure Agreement	A contract by which the intern or exchange staff agrees not to disclose confidential information shared by the host enterprise as a necessary part of staying with the company.
Online or Virtual Internship	Internship done online or through the Internet; here the intern watches through a computer screen how a job is done and is coached or instructed by a supervisor through electronic means.
On-the-Job Training	A one-on-one training or instruction located in the workplace, where the more knowledgeable and experienced worker or supervisor demonstrates to the student or trainee how to perform the job.
Place and Train	An arrangement where a person with no working experience is trained to acquire the basic competencies required by the profession or occupation.
Polytechnic	An institution of higher education offering courses in many subjects, especially vocational or technical subjects.
Process Framework	A conceptual structure intended to serve as a guide in defining the process for setting up a program.
Staff Exchange	An arrangement whereby a staff or worker of one country is swapped with another from a different country so they can observe the business operations of each other.
Small and Medium Enterprise/s	Often shortened as SME/s, are businesses with asset and employment sizes defined by their respective governments to be lower than those of their large counterparts.
SPRING Model	The mode of internship being adopted by SPRING of Singapore.
Tech-Voc, sometimes Voc-Tech	Technical and vocational, or vice versa. Of, or pertaining to the training, education or school that provides development or upgrading of skills in a particular occupation.
Technical Vocational Education and Training	The education and training opportunities under the jurisdiction of the Technical Education and Skills Development Authority of the Philippines to prepare students and other clients for employment by addressing the skills training requirements of those who are already in the labor market and would need to upgrade or develop new competencies to enhance employability and improve productivity.

List of Acronyms

AMS	ASEAN Member States
ASEAN	Association of Southeast Asian Nations
CoBLAS	Consulting-based Learning for ASEAN SMEs
DTI	Department of Trade and Industry (Philippines)
DTI-BSMED	Department of Trade and Industry Bureau of Micro, Small and Medium Enterprise Development (Philippines)
GDAP	Game Developers Association of the Philippines
GPA	Grade Point Average
HIDA	Overseas Human Resources and Industry Development Association (Japan)
IDM	Interactive Digital Media
JAIF	Japan-ASEAN Integration Fund
LGU	Local Government Unit
MASICAP	Medium and Small Scale Industries Coordinated Action Program (Philippines)
METI	Ministry of Economic Trade and Industry (Japan)
MSME	Micro, Small and Medium Enterprises
NDA	Non-Disclosure Agreement
OJT	On-the-job training
PCCI	Philippine Chamber of Commerce and Industry
PTQF	Philippine TVET Qualification Framework
SFIC	Singapore Furniture Industry Council
SME	Small and Medium Enterprises
SMEWG	Small and Medium Enterprises Agencies Working Group
SPRING	Standards, Productivity and Innovation Board Singapore
TESDA	Technical Education and Skills Development Authority (Philippines)
TVET	Technical and Vocational Education and Training (Philippines)
UP	University of the Philippines
UP ISSI	University of the Philippines Institute for Small Scale Industries

Benefits of Staff Exchanges and Internships

Any staff exchange or internship program, especially between and among countries, is an enriching activity on many fronts. It capacitates and upgrades enterprises across industries, enhances personal, professional and skills competencies on the part of the exchange worker, stimulates creative ideas, fosters work relationships, and strengthens cross-cultural understanding.

Participants will experience firsthand different approaches to work processes, management, and supervision. Working in a different environment presents new and rewarding challenges, and interacting with new work contacts offers a perspective on the exchange staff's standing as a worker or a professional in a global community. At the same time, the visiting worker will serve as an ambassador for the mother enterprise, laying important foundations for future exchanges and collaborations with the host visited. Other workers will share in the benefit of the exchange as the returning employee integrates new views and ideas into the company, promotes internship or staff exchange, practices cross-cultural sensitivity in the daily interactions at work and leads the way in appreciating the diversity of people and cultures in the workplace.

Worker exchanges and internships as means to upgrade industries

A worker exchange or an internship benefits the industry where the host enterprise belongs. In the case of an exchange program where both the exchange staff and host enterprise belong to one industry, the visiting staff learns new skills, new ideas, best practices, and new ways to develop staff or subordinates in case top and middle managers are the ones visiting the enterprise. On the other hand, the host also benefits in the exchange program in that the enterprise learns new ideas and best practices brought in by the visiting employee.

A worker exchange especially between nations is a win-win situation, which benefits the industry as a whole. The transfer of skills and best practices, as well as new ideas exchanged, will capacitate the enterprises represented by the host and the worker and will consequently upgrade the industry they belong.

Benefits of an exchange or internship program to the host enterprise

A worker exchange or an internship is usually viewed as a one-way street: only the visiting employee or intern benefits from the program. However, if the exchange or internship is maximized to its full potential, the host enterprise can benefit as well. An exchange between

nations can benefit the host through the transfer of skills and best practices from the country where the visiting staff or employee came. To achieve this, an effective needs assessment must be undertaken to determine the qualifications, gaps, strengths and competencies of both parties. This must be followed by constant monitoring and reporting by the visiting staff once the exchange has been implemented.

In most cases the host is a large enterprise where the intern or exchange staff from a micro or small enterprise learns new skills, new ideas and best practices. However, an exchange program in a small firm is also possible and may even prove to be enriching to the large firm where the exchange staff came. It can offer opportunities to capacitate the large enterprise through certain internship or staff exchange schemes that will be introduced in this guidebook. These schemes are in the line of consultancy-based plant visits or learning, where the intern or exchange employee studies the firm and formulates recommendations that will lead to the development and growth of the host enterprise.

Benefits of the exchange program to the visiting staff or intern

The benefits of an exchange program to the visiting staff or intern cannot be understated. Exchange programs were originally developed for students, faculty and employees who would like to experience working in a different culture or environment.

Exchange staff therefore gain new skills, motivation, new perspectives and an expanded network. In case of an exchange program between countries, the visiting staff or intern can also gain experience working in a different environment with a different culture. Opportunities for networking include trade opportunities and collaborations between nations, banking on each other's core competencies and advantages to greatly penetrate markets beyond the region.

Exchange programs in the ASEAN region

By 2015, the ASEAN is expected to be a single market and production base ensuring the free flow of goods, services, investment, capital and skilled labor among member states. Exchange programs in the region will serve as a preparation for the Integration that is expected to happen by 2015.

A meaningful worker exchange program in the ASEAN region is therefore one that will meet the participants' needs that are adequately considering political, economical, social, cultural, ethnical and religious backgrounds of each participant. To make the program sustainable, cooperation with the industry, government and academe across the region is needed.

Exchange programs between Japan and ASEAN member states

Exchange workers will learn about strengths, attractions and values of Japan through various activities such as observing cutting-edge technologies, visiting historic and scenic sites, observing local industries, and experiencing traditional cultures and subcultures. In addition, the participants will intermingle with Japanese workers, creating a chance to develop trust and friendship with each other.

Japan may also implement a dispatch program, where they can send Japanese workers from SMEs to their counterparts in the AMSs to broaden the view of exchange workers to the world. At the visited enterprise or country, the participants will learn about society, culture, and lifestyle of people living there as well as introduce Japan through field trips and plant visits.

Organizational Structure: Coordinating Body

It is proposed that a coordinating body be created to ensure the efficient conduct of staff exchanges within and between AMSs. It is suggested that this body be called the *ASEAN Staff Exchange Council*. It shall be composed of the following:

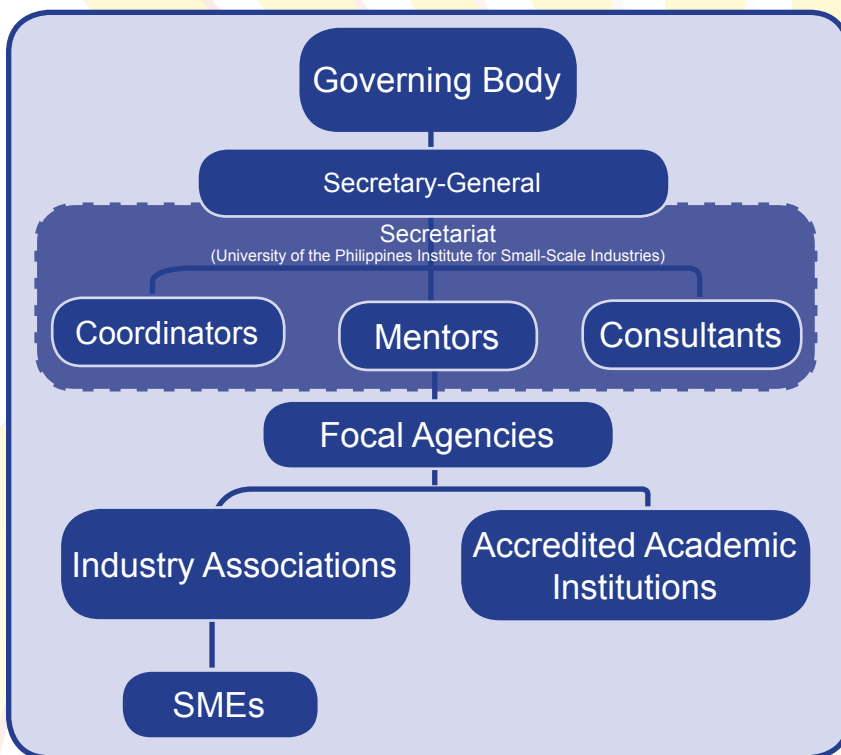


Figure 1: Organizational Structure: Coordinating Body

Governing Body

The ASEAN Staff Exchange Council Governing Body is a collegial policy-making body which shall consist of the Ministry of Trade Representatives (or its equivalent) of each AMS. The body shall provide general directions and guidelines on the operationalization of the staff exchange or internship schemes in the ASEAN Region. The members of the body meet annually to receive the report and decide on the issues and concerns raised by the Secretariat.

Secretariat

The Secretariat (herein proposed to be the University of the Philippines Institute for Small-Scale Industries) is the permanent office in the ASEAN that would oversee the conduct of the internship schemes in the region. It shall be headed by the Secretary-General and shall consist of coordinators, mentors and consultants.

The Secretary-General would serve as repository of all information pertaining to the staff exchanges in every AMS. It would keep documents of all accredited academic institutions submitted by the Focal Agencies in the AMS and the industry associations. The Secretariat is required to provide an annual report to the Governing Body. These reports should incorporate all data pertaining to the conduct of the staff exchange and the issues and concerns put forth by the focal agencies.

The Secretariat also serves as a service hub for all regional staff exchanges or internship schemes. It shall communicate or facilitate requests for host enterprises or academic institutions for a regional or inter-AMS staff exchange, coordinate with Focal Agency of each AMS and be informed of the staff exchange needs of SMEs. The Secretariat should also mentor focal agencies and industry associations in the conduct of internships or staff exchanges and provide the required technical competency skills through training assistance.

Focal Agencies

Each AMS should identify a Focal Agency that shall facilitate the conduct of the staff exchange or internship in that particular AMS. It shall have the following functions:

- Receive needs assessment from the industry association or SME;
- Act on the need of the host enterprise or academic institution in the AMS where it is located;
- Communicate the need of the host enterprise or academic institution to the ASEAN Staff Exchange Council Secretariat, should the staff exchange be desired to be conducted in another AMS;
- Monitor the progress of the staff exchange;
- Spearhead evaluation and disengagement procedures as required by the adopted staff exchange or internship scheme;
- Accredited academic institutions that would be tapped to conduct the internship or provide students who would participate in the internship program;
- Coordinate with the industry association and be updated on the skills training needs of SMEs;
- Note all issues and concerns encountered during the conduct of the staff exchange or internship and bring them to the attention of the Secretariat.

Industry Associations

AMSs are implored to strengthen ties with industry associations in their respective territories. These associations shall serve as venues where member SMEs could voice their concerns in their particular industry. Industry associations may address these concerns and needs through staff exchange.

In the conduct of the exchange, the industry association is envisioned to be the primary assessor of the needs of its members. It is expected that the industry association will update the Focal Agency on the collective needs of the SMEs.

Lastly, the industry association should participate in the evaluation and disengagement process of the internship or staff exchange schemes requiring such, and submit all documents to the Focal Agency.

Accredited Academic Institutions

The academic institutions must apply for accreditation to the Focal Agency in the AMS where they are located to participate in the staff exchange or internship program.

Accredited academic institutions shall be tapped to provide the following:

- Act as mentors for internship or staff exchange schemes requiring partner academic institutions,
- Recommend students for internship schemes requiring such participants,
- Participate in the evaluation and disengagement process of the internship or staff exchange schemes requiring such, and
- Submit all required internship or staff exchange documents to the Focal Agency.

Partner Academic Institution Accreditation Process

1. The academic institution submits Letter of Intent to Focal Agency in the AMS.
2. Focal Agency conducts orientation on the skills training or internship requirements and qualification standards for accreditation.
3. The academic institution fills out the accreditation form provided by Focal Agency and submits the following documentary requirements:
 - List or syllabus of training courses to be offered
 - List of trainers and their credentials
 - Description of facility/ies to be used for the skills training/internship program
4. Focal Agency verifies the documents submitted and decides on the academic institution's capacity to conduct the skills training or internship program.
5. Focal Agency inspects the academic institution's facilities.
6. Focal Agency decides on the application and provides the applicant academic institution the result of such decision.

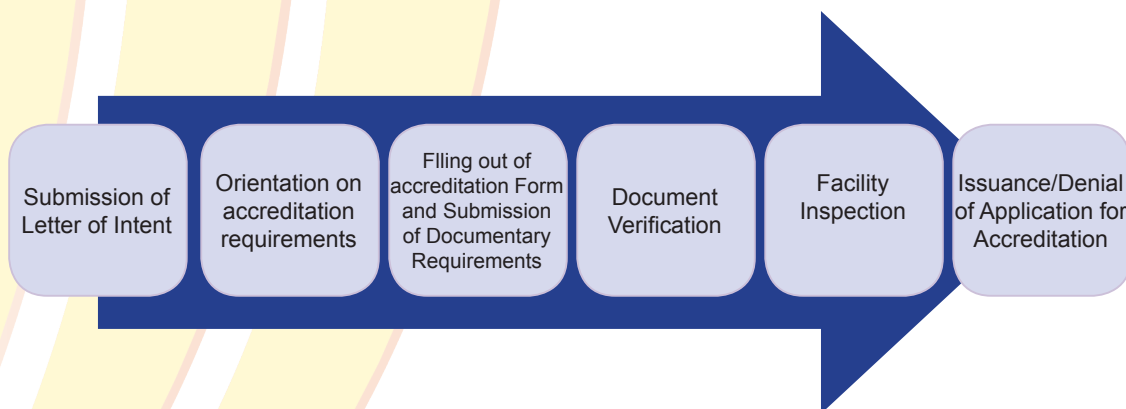


Figure 2: Partner Academic Institution Accreditation Process

SMEs

As the primary beneficiary of the internship or staff exchange schemes, the SME shall:

- Identify its specific need aimed to be addressed by the internship or staff exchange;
- Coordinate or communicate its identified need to the Focal Agency or industry association, depending on the scheme it chooses to adopt;
- Seek the host enterprise for a bilateral internship or staff exchange scheme;
- Monitor the progress of the internship or staff exchange, and participate in the evaluation and disengagement procedures as required; and
- Submit all required internship or staff exchange documents to the Focal Agency.

Internship Models

The illustrations provided in this section depict the various internship models that SMEs may opt to use in conducting their internship program.

Bilateral (Intra- or Inter-ASEAN)

This model is the simplest of all the models. The bilateral internship model involves only two actors: the SME in need of training and the host enterprise, which may be in the same country as the SME, or in another AMS.

The process starts with the identification of the need of the SME and the participant who would be sent for training. This would then be communicated to the enterprise willing to host the internship. The SME monitors the conduct of the internship at the host enterprise. When the internship proper is completed, the SME and the host enterprise jointly evaluate the outcome and carries on with the disengagement procedures (See Figure 3).

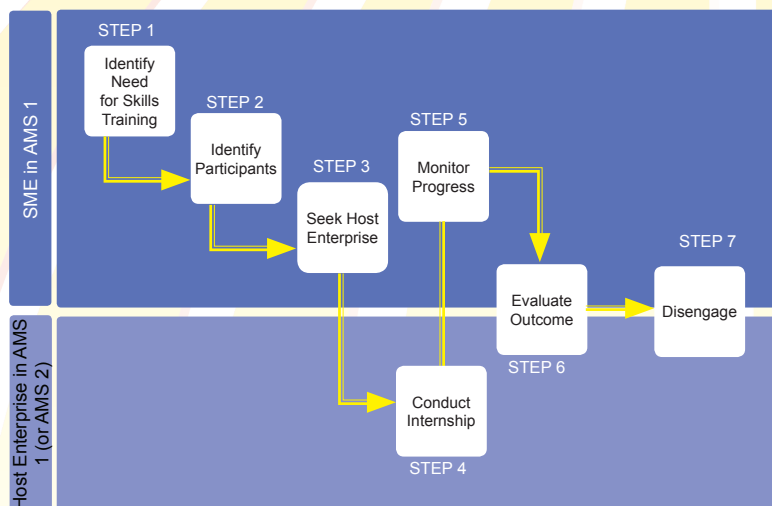


Figure 3: Bilateral internship model

Intra-ASEAN Internship with Assistance from Industry Association

Should the SME prefer assistance from the industry association, this model is proposed. As in the bilateral internship model, the SME identifies its need for internship and the participants from the company. This is then communicated to the industry association which would match the SME with the host enterprise willing to receive the intern.

The monitoring entity in this model is proposed to be the industry association (See Figure 4). However, another variation is that the SME is the one monitoring the internship as in the first model (See Figure 5).

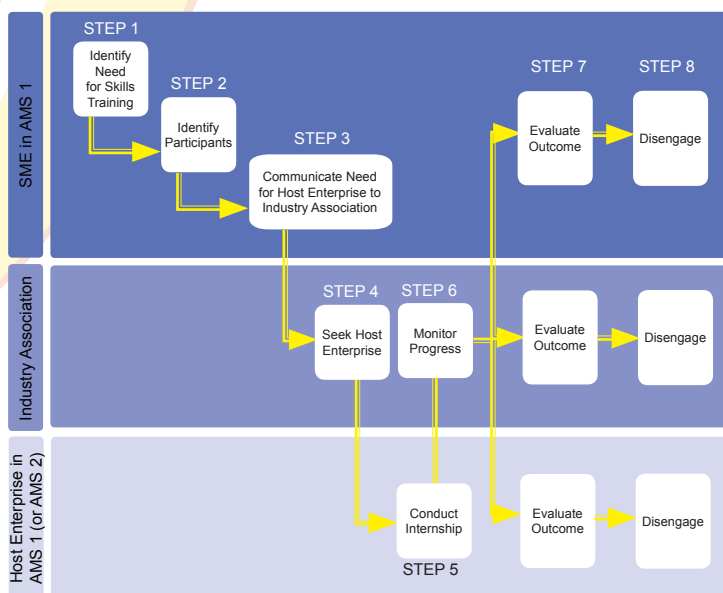


Figure 4: Intra-ASEAN internship with assistance (and monitoring) from industry association

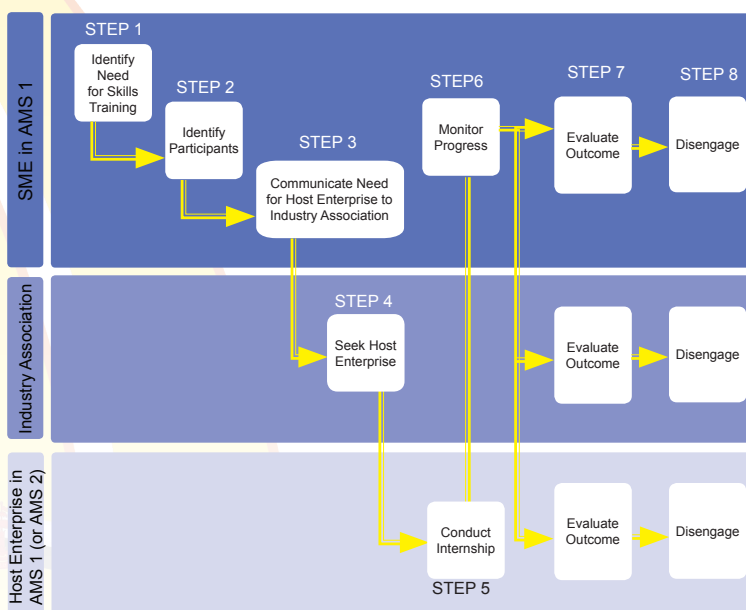


Figure 5: Intra-ASEAN Internship with assistance from industry association

Focal Agency-facilitated Intra-ASEAN Internship with Participation of the Academe

In this model, the Focal Agency is established to facilitate the local internship program. The process starts when the SME communicates the need to conduct the internship to the Focal Agency, which is responsible for seeking a host enterprise in AMS 1.

The academe in AMS 1 is included in this model. The Focal Agency matches the need of the SME with the academic institution with a good reputation in teaching the identified training need. The Focal Agency facilitates the whole conduct of the internship including the evaluation and disengagement processes (See Figure 6).

An alternative to the above-described model is shown in Figure 7, where the internship is conducted in another AMS. In this model, when the SME communicates the need for an internship to the Focal Agency in AMS 1, the Focal Agency coordinates with its counterpart Focal Agency in AMS 2. The Focal Agency in AMS 2 then seeks a host enterprise and an academic institution (in AMS 2) and takes responsibility in monitoring the progress of the internship, facilitates the evaluation of its outcome and the disengagement procedures (See Figure 7).

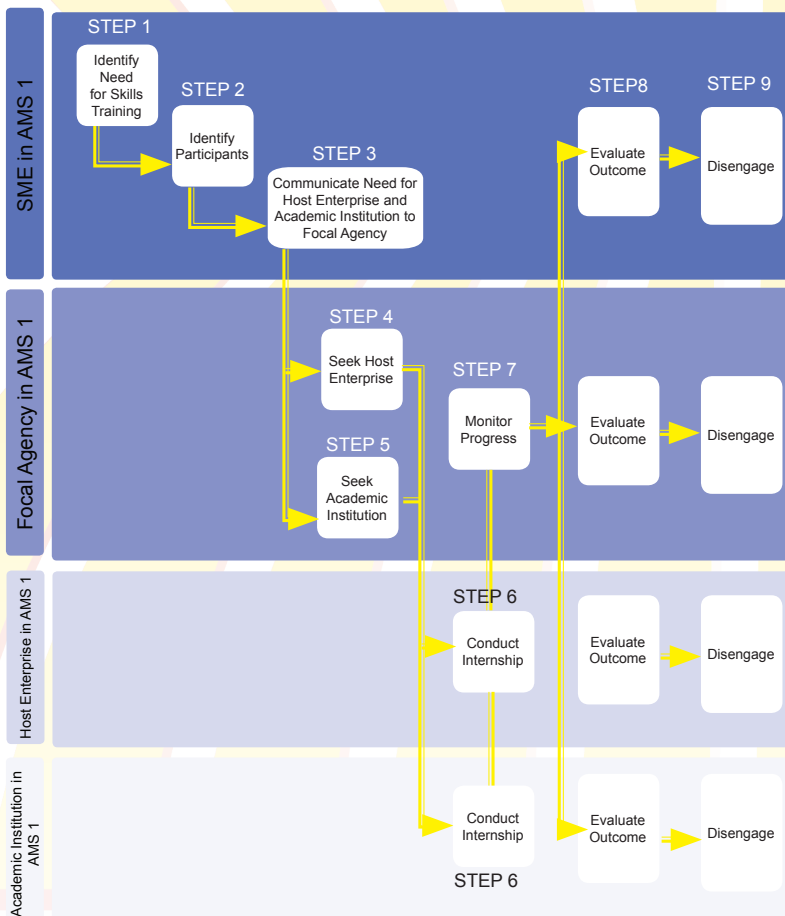


Figure 6: Focal Agency-facilitated intra-ASEAN internship with participation of the academe

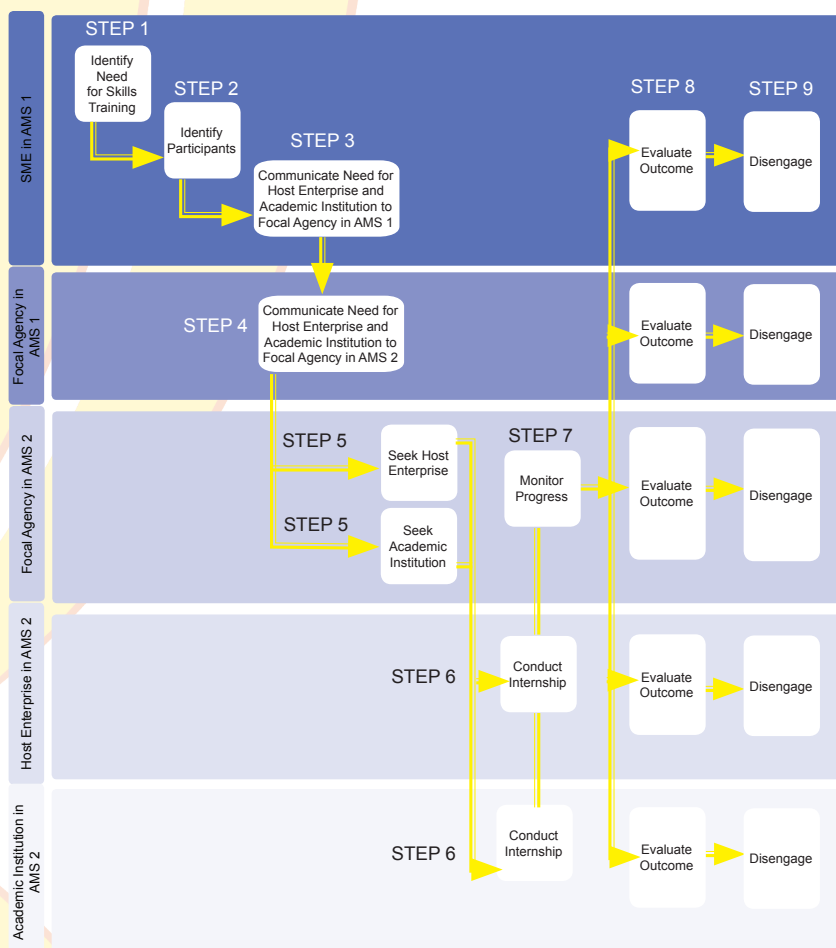


Figure 7: Focal Agency-facilitated regional/inter-ASEAN internship with participation of the academe (SPRING Model)

Focal Agency-facilitated Industry-Academe Collaboration

In the Focal Agency-facilitated industry-academe collaboration, the process starts with the SME's communication to the Focal Agency of its need to accept student interns who would also act as business counselors. The student interns cum business counselors are provided by the academic institution upon the request by the Focal Agency. The SME hosts the internship; thus, the SME is also the host enterprise. During the conduct of the internship, the student is exposed to the actual business operations of the SME. The student should be able to identify and recommend possible innovation, growth or development solutions that the SME might be willing to adopt. The Focal Agency monitors and mentors the students during the entire conduct of the internship.

In this model, the role of the academe in the industry or SME development is highlighted. The contribution of the partner academic institution comes in the form of solutions proposed by the student interns or business counselors to business problem areas of the SME. This is an adaptation of the widely practiced Consulting-based Learning for ASEAN SMEs Model (See Figure 8).

Another variation of the Focal Agency-facilitated industry-academe collaboration is shown in Figure 9. In this model, the SME is also the host enterprise, as in the case in Figure 8. The difference is that the SME would have to apply to the Focal Agency to qualify for the internship program. The academic institution also applies for the program to the Focal Agency. Upon identifying the qualified SME or host enterprise and academic institution, the Focal Agency then matches the student interns with the SME or host enterprise. The SME is urged to accept the interns endorsed by the Focal Agency. The internship is conducted in the SME which is monitored by the Focal Agency. The Focal Agency also evaluates the program and facilitates the disengagement procedures (See Figure 9).

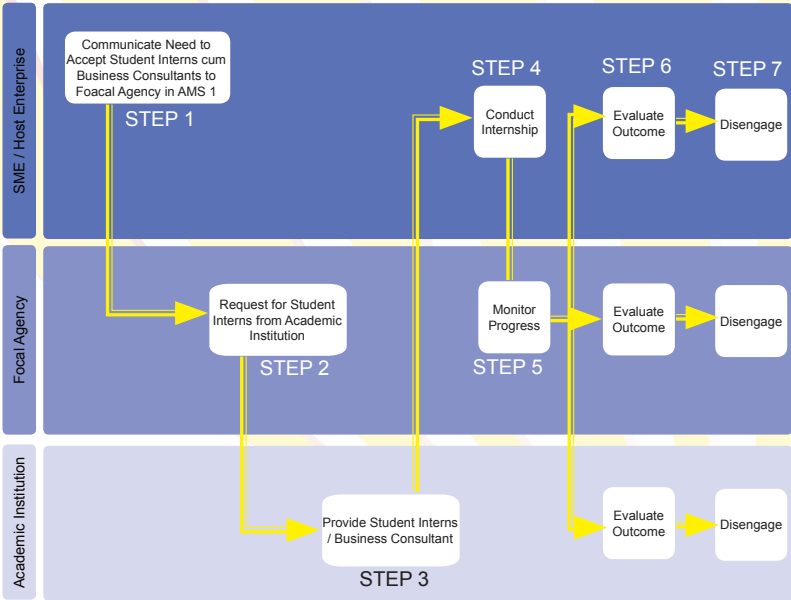


Figure 8: Focal Agency-facilitated industry-academe collaboration

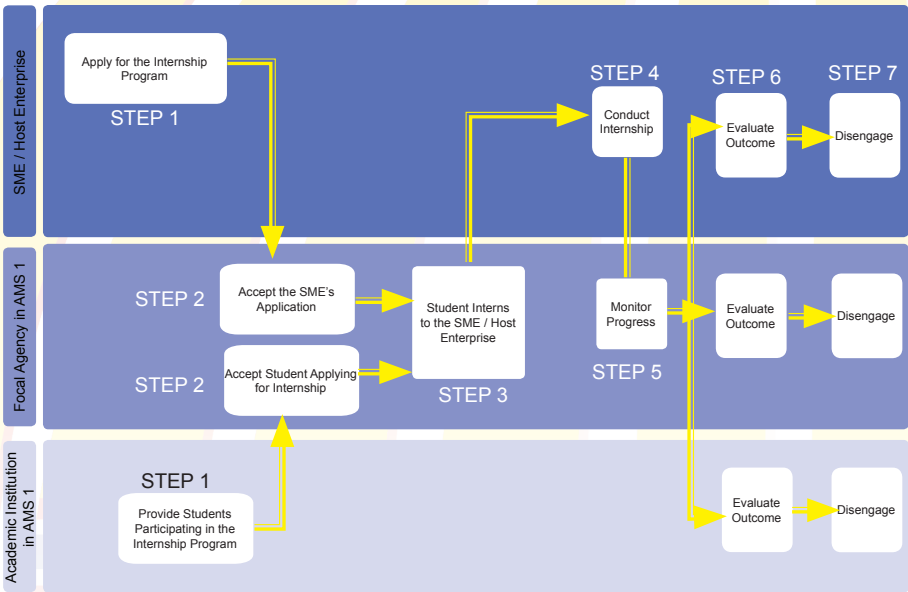


Figure 9: Variation of Focal Agency-facilitated industry-academe collaboration

Summary of the Internship Models

There are four internship models:

1. Bilateral internship model,
2. Intra-ASEAN internship with assistance from the industry association,
3. Focal Agency-facilitated Intra-ASEAN (local) internship with participation of the academe, and
4. Focal Agency-facilitated industry-academe collaboration.

It must be emphasized that the SME's need dictates the kind of skills development or internship model that the SME should adopt. The identified need would likewise help the SME determine the level of assistance and engagement it would require and which institution could help address that need.

In the four general modalities in skills development or internship proposed in this guidebook, the bilateral model is the simplest in that there are only two actors involved: the SME in need of training and the host enterprise (in the AMS where the SME is located or in another AMS) willing to extend the required internship program deemed to fulfill the training need.

Should the SME find looking for a host enterprise in the AMS (or another AMS) difficult, the assistance of an industry association may be tapped. The variations offered in this model depend on the entities that conduct the monitoring and evaluation.

In the more complicated schemes where the participation of the academe is required, Focal Agencies established in the AMS play a vital role. Focal Agencies are envisioned to provide matching of the SMEs with the host enterprise and the academe. This model may be conducted in the AMS where the SME requesting for training is situated. Or this may also be conducted in another AMS where the Focal Agency would have to coordinate with a host enterprise or a partner academic institution.

The Focal Agency-facilitated industry-academe collaboration involves students acting as business counselors to the SME. The Focal-Agency facilitates the process under this model. The Focal Agency screens the students provided by the academic institution and places them in the SME that also acts as the host enterprise.

As shown in the diagrams, in all the models that involve the Focal Agency, the same takes the responsibility to monitor and evaluate the conduct of the entire internship process as well as the disengagement activities.

TVET Certification

Since the Focal Agency serves as the hub for the skills development or internship in the AMS, it may collaborate with the Technical and Vocational Education Training (TVET) accrediting agency in the AMS to unify the standards imposed in accrediting the host enterprises and partner academic institutions. This would upgrade the level of certification that participating academic institutions, host enterprises and SMEs could provide to the interns at the end of the skills development training or internship program.

Process Framework

For a successful and meaningful ASEAN staff exchange or internship program to be accomplished, the following process framework must be followed:

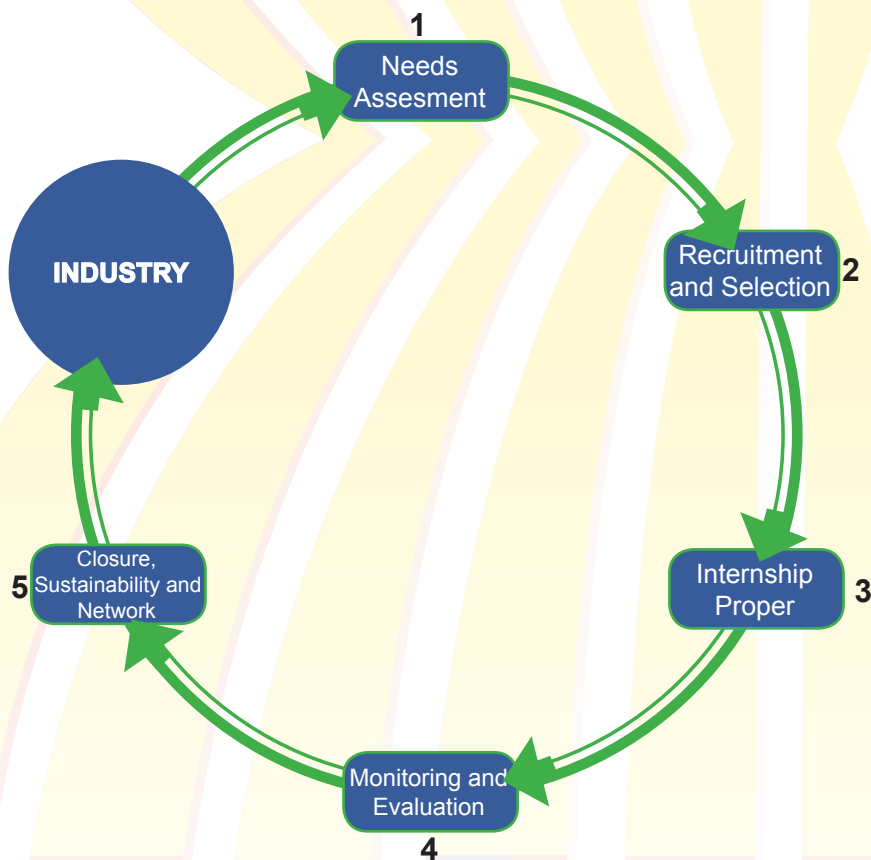


Figure 10: Process Framework

Each activity in the process framework shall be discussed in the next sections of this guidebook.

The program starts with a needs assessment, where not only the needs of the intern or exchange staff but also those of the host enterprise are assessed. The framework proceeds with recruitment and selection, where the host hires or selects the participants in the program. The internship or exchange proper then ensues with the adoption and implementation of the scheme that is most fitting to both parties. It is also important that during the internship or exchange proper the mentor or supervisor provides a system for monitoring and evaluating the performance of the participants. Finally, the framework ends with the closure of the engagement with an opportunity to establish a network of players for the sustainability or continuity of the program.

Needs Assessment: Needs vs. Capability

A meaningful staff exchange or internship program begins with the determination of needs by both the host enterprise and the exchange staff or intern. Whether it is an exchange or internship program, the purpose is always to upgrade the skills and competencies of workers in an industry.

Setting up an exchange or internship program is similar to starting any new program or project: It is important that the initiator has a plan. Once planned, it is as easy as checking items off a list until that plan is put into action. Knowing how to start an exchange or internship program is no different.

As discussed in the introductory sections of this guidebook, exchange or internship programs offer tremendous benefits to businesses in terms of increasing productivity and recruiting well-suited workers—especially in small- to medium-sized organizations.

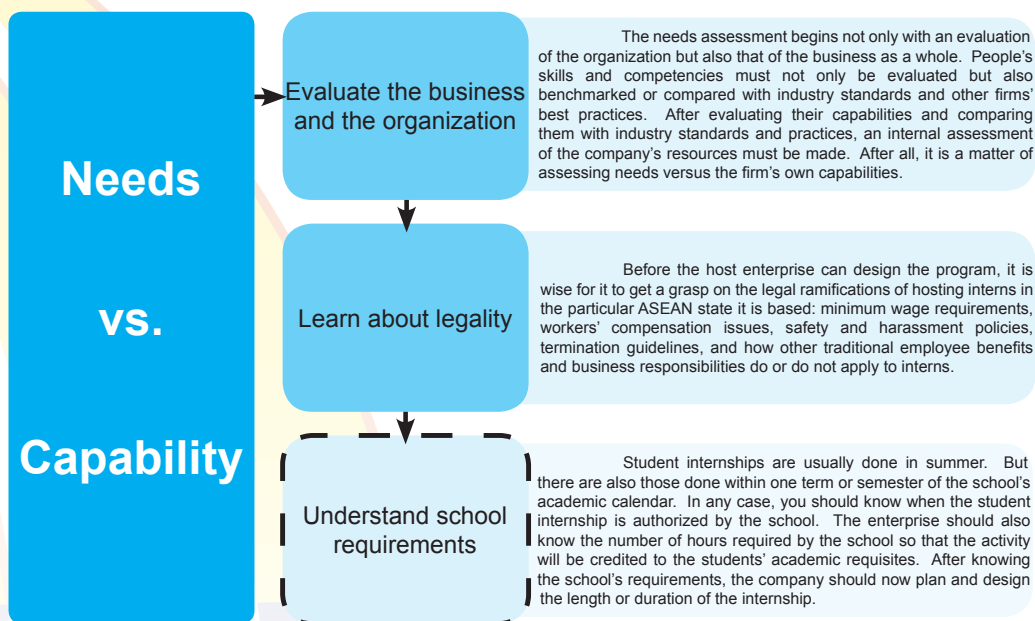


Figure 11: Needs Assessment

The needs determination usually begins with the enterprise assessing the deficiency of skills and competencies among its present human resource complement. Essentially, as a small- to medium-sized business, the primary needs are twofold:

1. *Effectively manage workflow or business operations to accomplish immediate objectives.*
2. *Find new workforce or team members to help grow the business and accomplish larger, more lucrative objectives.*

Setting up an exchange or internship program meets both needs simultaneously. Here is a simple, step-by-step guide in assessing the needs of the participants:

1. Evaluate the business and the organization

The needs assessment begins not only with an evaluation of the organization but also that of the business as a whole. People's skills and competencies must not only be evaluated but also benchmarked or compared with industry standards and other firms' best practices. After evaluating their capabilities and comparing them with industry standards and practices, an internal assessment of the company's resources must be made. After all, it is a matter of assessing needs versus the firm's own capabilities.

Sometimes, the staff exchange itself is the only way to benchmark industry best practices. In that case, some aspects to consider are whether interns will be paid or provided with non-monetary rewards such as food, lodging or transportation; how many interns or exchange staff the enterprise can host or support; the type of projects that can be assigned; the availability of a mentor, trainer or coordinator in the enterprise; the ideal duration and time of year to host interns or exchange workers; and how much physical space and equipment can accommodate additional individuals.

2. Learn about the legal requirements

Before the host enterprise can design the program, it is wise for it to get a grasp on the legal requirements of hosting interns in the particular ASEAN state it is based. Among the legal ramifications to be considered include minimum wage requirements, workers' compensation issues, safety and harassment policies, termination guidelines, and how other traditional employee benefits and business responsibilities do or do not apply to interns.

The firm should also learn how to protect its intellectual property especially in case of a staff or worker exchange program. Designs, formulas, blueprints, plans, recipes and other trade secrets need to be protected and are therefore off limits to the interns or exchange workers. The legal course of action must be clear, should an intern or exchange worker intentionally or unintentionally leak confidential information from the company.

As a host organization, the best way to protect itself legally is to consult with a legal counsel or contact an employment law professional, adviser or consultant before it even begins the hiring process.

3. Understand school requirements in case of a student internship

Student internships are usually done in summer. But there are also those done within one term or semester of the school's academic calendar. In any case, the host firm should know when

the student internship is authorized by the school. The enterprise should also know the number of hours required by the school so that the activity will be credited to the students' academic requisites. After knowing the school's requirements, the company should now plan and design the length or duration of the internship.

Recruitment and Selection

The following figure shows the internship program's recruitment and selection process:

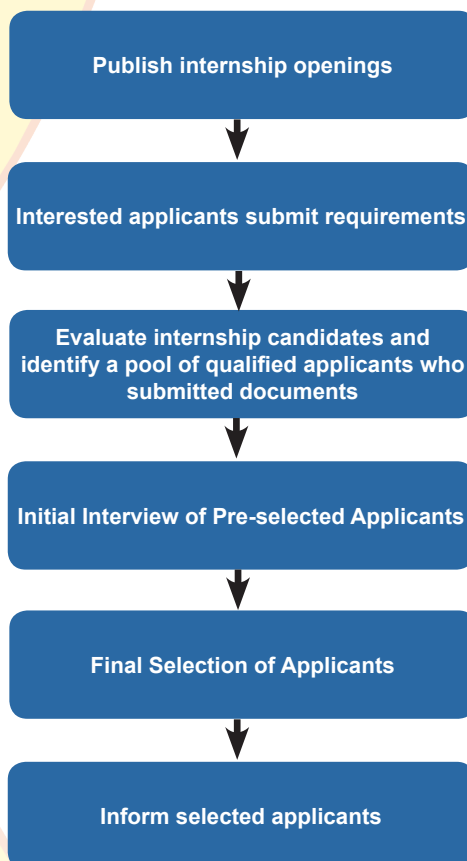


Figure 12: Recruitment and Selection Process

As already discussed, an exchange or internship program is an enriching activity both to the exchange staff or intern and the host enterprise. However, there is a need to ensure that proper recruitment or selection process is followed.

Proper recruitment begins with the posting of the internship or exchange opportunity in any of the available media: print, broadcast or internet. The rule of thumb regarding how far in advance an employer should post an internship program is 7 to 10 weeks prior to the intern's expected start date. The rule may also be extended to staff or worker exchanges.

During this waiting period, the employer or host enterprise may start evaluating the documents submitted by the applicants interested in the program. Some of these documents that may be required from the applicants are:

1. Internship Intent Form (refer to Annex 6)
2. Application Form (refer to Annex 7)
3. Curriculum Vitae (refer to Annex 8)
4. Letter of Recommendation from Immediate Supervisor (refer to Annex 9)

Most employers would agree that an intern who has an understanding of how to work with others, communicate professionally, who understands the need to work effectively within company culture before an internship begins is valuable. Some of the criteria that must be considered in hiring an intern or accommodating an exchange staff are:

1. age
2. education, work or training
3. related work experience based on the submitted curriculum vitae
4. skills and competencies based on the submitted curriculum vitae and letters of recommendation from previous or present employers
5. physical fitness as certified by a physician

However, attitudinal or behavioral qualifications as well as psychological readiness to work and stay abroad for a long time may not manifest immediately in the curriculum vitae or letters of recommendation. Thus, a series of personal interviews may be conducted first before shortlisting or selecting the qualified applicants. Work ethics or attitude, especially with regard to the applicant's commitment to comply with the expectations and deliverables of the program, may only show during conversations with the applicant.

To elicit hints of the kind of work attitude or behavior possessed by the applicants, especially with regard to the program, a behavioral interview may be conducted. According to CareerArc Group, developer of the site Internships.com, behavioral interviewing is a technique in which interviewers ask potential candidates for specific examples of previous experiences.

Instead of simply asking interviewees what they did in past positions or school projects, interviewers request descriptive details: why the candidate did something, how they did it, and what was the resulting accomplishment. Essentially, a three-part answer is requested, one that includes the situation, the candidate's action, and the result.

However, before the behavioral interview, interviewers would ask more task- and list-oriented questions, like, "What were your responsibilities as marketing intern?" Or, they would focus on hypothetical questions such as, "What would you do if your supervisor asked you to do something against company policy?"

According to Internships.com, the theory behind behavioral interviewing is that past performance is the best predictor of future performance. Introduced more than 30 years ago, behavioral interviewing, according to the site, is a standard in many industry-leading organizations and is a time-tested and empirically validated evaluation technique. Applicable for assessing full-time team members and intern candidates alike, behavioral interviewing can help the host enterprise identify and select the interns and staff members most suitable to the organization.

Internship Proper

Internship schemes vary from one organization to another, and to some extent depends on the internship site where the intern will undergo training. Technical-vocational schools and polytechnic universities provide machines, equipment and facilities that mimic actual working

environment outside the academic setting while on-the-job training in enterprises immerses the intern in the actual operation of the business.

Internship schemes that the host organization may adopt are found in the appendices of this guidebook. Take note that they do not form a comprehensive list and the host may adopt one that it may find appropriate for both the intern and the organization. The host may also adopt a variation of the schemes provided in this guidebook.

1. Duration of the Internship

Duration of the internship depends on the agreement between the intern and the host enterprise. Schools and universities usually follow a prescribed number of hours of internship for their students. The host enterprise must be aware of the school's policy and the academic calendar so that the internship will not interfere with the school activities and the student's course requirements. It must be noted that the internship should supplement student learning, not interfere with it.

For an internship or on-the-job training to be beneficial for both the intern and the host enterprise, it is recommended that the internship should not last less than 6 months.

Sometimes, the duration of the internship depends on the availability of resources such as per diems or allowance allotment for the intern and the availability of the assigned mentor or trainer.

2. Expected Learning Outcomes

In any internship or on-the-job training program, the intern is expected to:

- a. Develop self-confidence, professionalism and workmanship (for some industries) as well as gain crucial workplace-related skills;
- b. Cultivate flexibility and strengthen creative thinking;
- c. Foster important business contacts and obtain work references.

In addition, each intern may also be asked to develop at least one personal learning outcome. The intern and site supervisor will need to discuss these and determine the best method for completing the personal learning outcome. For example, the intern may request additional training for other work-related skills such as marketing and communication skills or be assigned, upon request, in other sections of the workplace.

3. Implementation

Workplace-based internships shall be treated in the same way as laboratory work or classroom workshops. The supervisor or mentor shall orient the interns on the do's and don'ts of the internship as well as monitor and evaluate their progress. The interns, on the other hand, shall regularly report to their mentor and strive to finish the assigned work on time.

The following guidelines shall apply to workplace-based internships and staff exchanges:

Day 1 - Opening, Orientation, Acculturation, Expectation Setting and Internship Overview



Mrs. Myrna Bituin from Betis Crafts, Inc. (Philippines) engaging in company briefing done by 5th Element Techno Pte. Ltd. (Singapore).

The first day of the pilot implementation of the internship program shall be devoted to orientation, acculturation, expectation setting, and internship briefing for the interns.

An opening program may be held to set the tone for the activity. The owner of the host firm may welcome the interns, the internship coordinator from the academe or the government (if any), and lead the orientation about the host enterprise.

A whole-day seminar on acculturation, expectation setting and the internship overview shall be conducted by the onsite supervisor in coordination with the school or government agency implementing the internship program.

During the acculturation briefing with the interns, norms, practices and habits of the place (e.g., greeting and welcoming guests as well as other courtesy gestures) shall be discussed or demonstrated to the interns. For internships done in another ASEAN country, acculturation of the intern may include visits to landmarks, places of interest, tourist spots, business centers, marketplaces and other sites that may help the intern adapt to the surroundings.



Mr. Lip Cheang (President of the Rattan Association of Cambodia) and Mr. Ban Heng Lim (Vice President of Cheng Meng Furniture Group Pte. Ltd.) undergoing hands-on training for the furniture sector.

The internship coordinator or mentor or a representative from the host enterprise may also accompany the intern to post offices and telephone companies where the intern can gain communication to families or loved ones abroad.

The intern must also be shown the direction to places of worship on days of obligation. A prayer room and a special schedule for worship and prayer may also be set up for certain faiths.

Break times and other company policies shall also be discussed during the orientation while details about the program as well as the expected learning outcomes may be discussed with the interns by the internship mentors.

Both the host employer and the intern may agree on Day 1 whether the intern will only focus on one aspect of the business (e.g., production) or be immersed in the other functions of the firm. It is also on this day that the interns shall sign the internship contract together with the non-disclosure agreement.

The intern must understand that being selected in this program was based on the qualification to have an independent nature and ability to take personal responsibility for one's own well-being and success in the program. The intern must learn to live and work in another country, speak a different language, learn and try to understand different customs, try to make friends, maintain good health, and eat properly. It is therefore expected that the intern will deal maturely and professionally with the many challenges in this undertaking.

First Week Onwards - The Internship Proper



Interns - Mr. Dennis Orlina (handicrafts sector - Philippines), Mr. Nguyen Tuan Anh (interactive digital media sector - Vietnam), Mr. Aung Kyaw Moe (furniture sector - Myanmar), and Ms. Zaklean Zambri (fashion sector - Malaysia) - being exposed to the works of their respective host enterprises.

The next days shall be the internship proper, where the assigned internship scheme shall be strictly followed. For the specifics of the internship schemes to be followed by the host enterprise, please refer to the appendices of this guidebook.

In the next days, the onsite internship supervisor is expected to lead, motivate, delegate, communicate, train and evaluate the interns. Since the internship is an extension of the learning process, the supervisor should:

- Assign daily tasks, monitor and evaluate the work
- Create goals with deadlines, and
- Provide the interns with support when needed to succeed.

In addition, the supervisor should be aware of the intern's daily tasks and observe whether the intern is working on a project that needs another person's input.

The supervisor and the interns should also meet regularly to provide feedback concerning performance. During the meetings, the mentor may coach, counsel, and reinforce positive attitudes and performance as well as encourage the interns to develop teamwork and communication skills. In some industries the internship supervisor should also encourage professionalism by assisting the intern in developing interpersonal skills, decision-making abilities and managing office politics.

In certain cases, the internship supervisor should also have some interaction with the internship coordinator from the academe or government to ensure the success of the internship and recommend how the program may be improved in the future.

4. Types of Supervision in Internship Programs

The onsite internship mentor may adopt any of these types of supervision in supervising the performance of the interns to facilitate the achievement of their expected learning outcomes. What follows are more succinct definitions of the various forms of supervision. There may be overlaps between these types of supervising activities, and the onsite internship supervisor is free to employ any one or a combination of the following:

On-the-job training



Mr. Aung Kyaw Moe (extreme left), managing director of Uni Teak Industries based in Myanmar, receives instructions from the workers of PT Suwastama, an export furniture manufacturing firm based in Solo City, Central Java, Indonesia. Mr. Hayu Wijayanto (third from left), production head of the firm, supervises the internship program.

On-the-job training is the least supervised among the types of supervising activities. Here, the onsite internship mentor assigns the job to be done by the intern, provides guidelines on how to finish it, monitors progress of the work, and evaluates the performance of the intern. There is no coaching and mentoring involved, and the skills and competencies developed depends on how well the person absorbs new knowledge in the training.

Coaching

Since the onsite internship mentor has the greater experience and expertise, much of this knowledge and expertise can be transferred through the giving of advice and guidance by the supervisor as the other goes through the learning

process. Unlike training and instruction, where the emphasis is on the trainer or instructor imparting knowledge to the learner, coaching enables not only learning but also development to occur and thus performance to improve. Coaching in an internship setup therefore provides positive support, feedback and advice to an individual or group basis to improve their personal effectiveness in the workplace setting.

Mentoring



Interns from the Interactive Digital Media sector, Mr. Alvin Juban (The Studio of Secret6, Inc. - Philippines) and Ms. Shazanoor Mohammad Salim (Animasia Studio Sdn. Bhd. - Malaysia), visiting DICO Co., Ltd. at Tokyo, Japan.

According to Eric Parsloe of The Oxford School of Coaching and Mentoring, mentoring is to support and encourage people to manage their own learning in order that they may maximize their potential, develop their skills, improve their performance and become the person they want to be. Mentoring differs from coaching by focusing on the development of the person's skills and competencies.

Since the emphasis is on the development of the intern's skills and competencies, the onsite internship supervisor must not allow job shadowing or virtual or online internship, where the intern merely looks, or observes how a seasoned worker completes the job to be learned by the intern.

5. Internship Contract and Non-Disclosure Agreement

Each intern shall sign the internship contract and the non-disclosure agreement (NDA) on the first day of the internship.

The contract shall specify the duties and responsibilities of both the host employer and the interns, the duration of the internship as well as the compensation and insurance that shall be provided to the interns.

The NDA, meanwhile, shall specify the confidential nature of the engagement. Once signed by the respective parties, the agreement shall be enforced even after the closure or disengagement of the internship program.

For a sample internship contract and non-disclosure agreement, please refer to Annexes 8 and 9.

6. Compensation and Insurance

Each intern may be provided with a per diem or allowance based on the legal wage rate for interns being enforced in the particular country where the internship is being conducted.

The intern may also be provided with an insurance coverage for the entire duration of the internship program.

Monitoring and Evaluation



Mr. Jose Bituin, owner of Betis Crafts, Inc., showing the intern (Mr. Mohamad Nurbet of PT. Suwastama - Indonesia) how quality control is done during the production process.

During the internship or staff exchange, the onsite mentor or the host employer shall review the program's goals by monitoring how the intern or exchange worker is meeting goals. The mentor or supervisor shall also evaluate how the intern or exchange worker is progressing with learning how the company functions, and review interactions with others at the work site.

Depending on the protocol of the host firm, the mentor may want to conduct several interim evaluations based on the company's performance appraisal. These documents (e.g., charts, data sheets and checklists) will be valuable for the review and evaluation of the program and may serve as bases for improvement in future iterations.

The mentor shall also evaluate how the company has benefited from the program. In particular, the trainer may consider:

- How well the internship or exchange program is meeting the objectives,
- How well the program is meeting the needs of the participants,
- Whether there are other projects or departments where an intern or exchange worker could add value,
- Whether there is an investment of time by staff members in any internship or staff exchange, and
- Whether the time invested was worthwhile to the host firm.

In evaluating the performance of the intern, the Intern Competency Self-Assessment tool developed by CareerArc Group for Internships.com may prove useful both for the intern and the internship supervisor (See Annex 12).

Closure, Sustainability and Networking

It is important that every internship be closed formally so that both the interns and the host enterprise are aware of the termination of their responsibilities for each other.

A formal closure includes a clear understanding between the two parties that the activity is being terminated along with all the responsibilities due each other. These include payment of compensation due the intern as well as compliance on the part of the intern of the stipulated outcomes and deliverables. Other administrative matters include the turnover by the intern of the company-issued identification card as well as the tools and supplies that may have been used during the internship.



1. Preparation for disengagement phase must commence at the onset of the sixth month of the internship program.
2. Settle accountabilities and close health insurance coverage.

Figure 13: Disengagement Phase

1. Extension of the Internship

An internship may be extended in order to provide an intern with additional time to demonstrate the level of competency required to meet the standards. If an extension is recommended, the mentor must stipulate the length of time of the extension and the specific actions and performances that the intern must complete to demonstrate attainment of the standards. The extension must also be communicated to the company where the intern works.

At the end of the extension period, the mentor must make a separate monitoring and evaluation of the intern's performance beyond what has been stipulated in the original internship agreement.

2. Pre-termination of the Internship

The internship may be pre-terminated or ended abruptly before the stipulated period in the internship agreement. Reasons for such pre-termination may be unilateral (that, is one party decides to end the activity) or bilateral (both parties decide to end the internship).

A unilateral pre-termination may be initiated by either the intern or the host enterprise. Reasons for pre-termination initiated by the intern may be sickness or conflict of work schedules and assignments in the mother firm of the intern. In such cases, notice of pre-termination must be done in writing and sent to both the host enterprise and the mother firm.

Meanwhile, reasons for pre-termination initiated by the host enterprise may be related to the breach of the trust and confidence extended to the intern such as violation of the signed non-disclosure agreement as well as unprofessional or inappropriate behavior. Examples of unprofessional behavior include causing physical or mental harm to others, damage to property, rude actions or words, gossiping and spreading negative feelings among others, not showing

up or being late to work, performing work with obvious negligence, stealing, etc. If the intern demonstrates aforementioned behavior, the host enterprise must notify the intern in writing that the program is terminated and will be expected to return to the mother company immediately. After the program is terminated the intern must accept all responsibility for own actions and risks. If the intern chooses to remain in the host country following termination, it will be at the intern's own risk and responsibility.

3. Final Evaluation and Certification



Ms. Naphak Jitsantikul (intern from Thailand's Studio Hive), Ms. Liong Siew Ling and Mr. Yap Chee Chan of Animasia Studio Sdn. Bhd. (host enterprise in Malaysia) receiving Certificates of Appreciation from the ASEAN Internship Project Team representative, and the representatives from the SME Corp. Malaysia.

The final evaluation of the intern's work should encompass both hard and soft skills learned. The hard skills pertain to the technical proficiencies and abilities required for the job related to the intern's area of study, field or experience. Soft skills include marketing, communication, management, leadership, decision-making, etc. It is important for the interns to know that success on the job is related to both of these skill sets. Also, how the intern grew and developed as well as areas for improvement must be noted in the evaluation. Annex 10 provides a sample Final Assessment.

A closing program may be held on the last day of the internship program. As on the first day of the program, the owner or host employer of the firm may be invited to grace the activity. The onsite supervisor may also evaluate how the company has benefited from the program. In particular, the said supervisor may consider:

- How well the internship is meeting the program's objectives,
- How well the internship is meeting the needs of the interns,
- Whether there are other projects or departments where an intern could add value,
- Whether there is an investment of time by staff members in any internship, and
- Whether the time invested was worthwhile to the host firm.

Finally, a certificate signed by the supervisor or mentor must be awarded to the intern on the last day of the program or immediately following the termination of the internship. The certificate must state the number of hours completed, the skills or competencies earned as well as the projects or work assignments accomplished. For a sample Certificate of Internship, see Annex 15.

4. Sustainability and Establishment of Networks

The ASEAN SME Agencies Working Group aims to make internships and staff exchanges between countries a sustainable program in the region. An establishment of networks among governments, schools and enterprises is therefore desired in order to foster cooperation and advance sustainability of the program.

An ASEAN Internship Network composed of government agencies, schools, universities, private firms and other organizations will facilitate the coordination and the support needed to maintain the momentum of what has been started as a project in the ASEAN region.

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Annexes

Annex 1

Internal Needs Assessment Form

(This Internal Needs Assessment Form is adapted from the Employer Internship Handbook of Stetson University.)

1. How many interns can we support?
2. What will the intern's title be?
3. To whom will the intern report? If the intern will have a mentor different from the supervisor, who will that be?
4. Will the intern work in several different areas or departments or be assigned solely to one person?
5. What will be the preliminary projects or responsibilities of the intern you select?
6. What other activities will the intern do?
7. Will there be daily tasks that the intern will be assigned to do?
8. How much general support work will the intern do?
9. What are the desired skills and qualifications?
10. Is there a specific major/minor that you require? Is there any specific course work that is essential for doing the internship?
11. What are the desired start and end dates? Are there desired times when your agency needs an intern more?
12. How many hours per week should the intern work?
13. Are there specific hours or shifts required for the intern?
14. Can you pay an intern or provide some type of monetary compensation? If so, how much?
15. If monetary compensation is not possible, are you able to meet the requirements for the intern to receive academic credit?
16. Where will you locate an intern within your facility?
17. Is there any other information needed to consider an intern?

Source:

Stetson University. (n.d.). Employer Internship Handbook. Retrieved 2014, from <http://www.stetson.edu/administration/career-development/media/Employer%20Internship%20Handbook4.pdf>

Annex 2

Resource Allocation Checklist

(This Resource Allocation Checklist is adapted from the Employer Internship Handbook of Stetson University.)

Financial Resources

Will your intern be paid? If so, at what hourly rate/stipend? Will your intern receive allowance? If so, how much?

Will your intern be insured? If so, how much is the coverage? If not, who will provide insurance to the intern?

Will your intern be reimbursed for transportation costs?

Material Resources

(check all that apply)

- ☐ Tools
- ☐ Key/s to access certain facilities
- ☐ Computer
- ☐ Software package: _____
- ☐ Organizational email account
- ☐ Telephone extension/Dial Code
- ☐ Office supplies: _____
- ☐ Workspace
- ☐ Working apparel or uniform
- ☐ Safety gear
- ☐ ID Badge

Source:

Stetson University. (n.d.). Employer Internship Handbook. Retrieved 2014, from [http://www.stetson.edu/administration/career-development/media/Employer%20 Internship%20Handbook4.pdf](http://www.stetson.edu/administration/career-development/media/Employer%20Internship%20Handbook4.pdf)

Annex 3

Internship Site Profile

(This Internship Site Profile is adapted from the Employer Internship Handbook of Stetson University.)

Name of Organization/Business _____
 Address _____
 City, State, Zip _____
 Contact Person(s) _____
 Telephone _____ Email _____
 Fax _____ Website _____

Fall (August-December)
 Winter Break (mid-Dec to mid-Jan)

Spring (January-May)
 Summer (May-August)

1. When will your internships be available?
2. If you have a preferred length of time that you would like internships to last, list number of weeks or months. Many internships are offered for a full semester (12-15 weeks).
3. Would you prefer a part-time or full-time intern? If known, how many hours per week?
4. If there are preferred start and end dates, please specify.
5. What are the products and/or services and mission of your organization? Please attach a brochure if one is available.
6. What kinds of projects, tasks and responsibilities might an intern have in your organization? If you have a job description developed for the position, please attach it.
7. What desired major/minor or coursework should your ideal intern have completed?
8. What specific skills should your intern have? List any specific skills.
9. How long before starting an internship should a student contact you?
10. Please state how you would like the applicant to apply (cover letter, resume, interview, online). If not to the contact person listed, to whom should the application be sent?
11. Compensation

Salary/wage (___/___) Tuition Stipend Unpaid Intern _____
 Transportation costs _____ Negotiable _____ Academic Credit _____

Source:

Stetson University. (n.d.). Employer Internship Handbook. Retrieved 2014, from <http://www.stetson.edu/administration/career-development/media/Employer%20Internship%20Handbook4.pdf>

Annex 4

Sample Interview Questions

(These Sample Interview Questions are adapted from the Employer Internship Handbook of Stetson University.)

1. Tell me briefly about your qualifications.
2. Why did you choose your current major?
3. Are you familiar with (particular software)?
4. Tell me about an experience you have in (marketing, public relations, graphic design...)
5. In what extracurricular or community activities are you involved?
6. What do you hope to gain in an internship?
7. Why are you interested in an internship with our company or organization?
8. Do you hope to obtain academic credit for your internship?
9. When are you available to start an internship, and for how long?
10. How many hours per week are you available for an internship?
11. What days of the week are you available for an internship?
12. Do you have any questions?

If you have the internship position description, share it with the student. Ask the student to describe his/her skills and experience related to the position.

Source:

Stetson University. (n.d.). Employer Internship Handbook. Retrieved 2014, from <http://www.stetson.edu/administration/career-development/media/Employer%20Internship%20Handbook4.pdf>

Annex 5

Orientation Checklist

(This Orientation Checklist is adapted from the Employer Internship Handbook of Stetson University.)

Experience shows that employers who take adequate time at the beginning of the internship to orient the student reap productivity and effectiveness more quickly than those who do not. To help acclimate interns, take time to initially:

Experience shows that employers who take adequate time at the beginning of the internship to orient the student reap productivity and effectiveness more quickly than those who do not. To help acclimate interns, take time to initially:

- 🍏 Explain the Mission of the Organization
 - How did the organization start? Why?
 - What is unique about your product or service?
 - Who benefits from your product or service?
 - What are the organization's current objectives?
 - How may the intern contribute to those objectives?
- 🍏 Explain the Organizational Structure
 - Who reports to whom?
 - Who, specifically, is the intern's supervisor?
 - What is the intern's department responsible for?
 - How are decisions made?
 - Which personnel can answer different kinds of questions?
- 🍏 Outline Organizational Rules, Policies, Decorum, and Expectations
 - Is there special industry jargon?
 - What are the specific work standards and procedures?
 - What access to the supervisor (days, times, and duration) does the intern have?
 - How should the intern process requests?
 - How do the mail and telephone systems work?
 - What are the approved forms of correspondence?
 - What are specific safety regulations?
 - Is there a procedure for signing off complete work?
 - What periodic forms or reports need to be completed?
 - Are there security or confidentiality issues the intern should be aware of?
 - What is acceptable with regard to dress and appearance?
 - How should an intern maintain the work area?
- 🍏 Define the Intern's Responsibilities
 - What is the intern's role?
 - What projects will be assigned?
 - What resources are available to the intern?
 - What training is necessary?
 - How does the organization want the intern to deal with clients and vendors?
 - What tasks can be completed without supervisory approval?
 - Do other employees understand the intern's role?

Source:
Stetson University. (n.d.). Employer Internship Handbook. Retrieved 2014, from <http://www.stetson.edu/administration/career-development/media/Employer%20Internship%20Handbook4.pdf>

Annex 6

Internship Intent Form

I have read and understood the requirements of the ASEAN Internship Program in order to be considered as: ☐ intern ☐ host enterprise.

Enclosed are the required documents for consideration and evaluation.

Applicant's Signature

Date

Applicant's Name

Applicants Should Not Write Below This Area:

Date received: _____

Received by: _____

Annex 7

Application Form

Participants' Information *required (Please fill in CAPITAL LETTERS.)														
*Country:		Nationality:												
*Gender: <input type="checkbox"/> Female <input type="checkbox"/> Male		Title: <input type="checkbox"/> Prof. <input type="checkbox"/> Dr. <input type="checkbox"/> Mr. <input type="checkbox"/> Ms. <input type="checkbox"/> Mrs.												
*Family Name:		*First Name:		*Middle Name:										
*Tel: Country code – City code – Phone No.		Fax: Country code – City code – Fax No.		*E-mail Address:										
*Organization/Company:		*Position in the Company:												
*Address of Organization/Company:														
*Applying as: <input type="checkbox"/> Intern <input type="checkbox"/> Host		*From: <input type="checkbox"/> Academe <input type="checkbox"/> Government <input type="checkbox"/> Industry												
<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%;">*Educational Attainment Level</td> <td style="width: 25%;">Name of School</td> <td style="width: 20%;">Degree Course</td> <td style="width: 20%;">Year Graduated</td> <td style="width: 20%;">Highest Grade/ Level Attained</td> </tr> <tr> <td>Inclusive Dates of Attendance</td> <td></td> <td>Scholarship/ Academic Honors Achieved</td> <td>From To</td> <td></td> </tr> </table> <p>(Continue on separate sheet if necessary)</p>					*Educational Attainment Level	Name of School	Degree Course	Year Graduated	Highest Grade/ Level Attained	Inclusive Dates of Attendance		Scholarship/ Academic Honors Achieved	From To	
*Educational Attainment Level	Name of School	Degree Course	Year Graduated	Highest Grade/ Level Attained										
Inclusive Dates of Attendance		Scholarship/ Academic Honors Achieved	From To											
<p>*Work Experience (starting from the most recent)</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 30%;">Position Title</td> <td style="width: 30%;">Company Name</td> <td style="width: 40%;">Inclusive Dates of Attendance</td> </tr> <tr> <td></td> <td>From To</td> <td></td> </tr> </table> <p>(Continue on separate sheet if necessary)</p>					Position Title	Company Name	Inclusive Dates of Attendance		From To					
Position Title	Company Name	Inclusive Dates of Attendance												
	From To													
<p>*Activities relevant to the internship for which you are applying:</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%;">Activities</td> <td style="width: 40%;">Sponsoring Organization</td> <td style="width: 40%;">Inclusive Dates</td> </tr> <tr> <td></td> <td>From To</td> <td></td> </tr> </table> <p>(Continue on separate sheet if necessary)</p>					Activities	Sponsoring Organization	Inclusive Dates		From To					
Activities	Sponsoring Organization	Inclusive Dates												
	From To													
*Describe briefly why would you like to participate in the ASEAN Internship Program?														
I certify that the statements above are true, complete and correct to the best of my knowledge and belief.														
Signature		Date												

Annex 8

Sample Internship Agreement

between

Address: _____

Tel No.: _____

Fax No.: _____

Website: _____

Represented herein by _____

Hereinafter referred to as “Host”.

and

Address _____

Tel No.: _____

Hereinafter referred to as “Intern”.

the following Agreement is concluded:

1. Purpose of the internship

The internship serves as a practical application of the knowledge attained during the course of studies. The organization will not use the trainee for work of subordinate purposes that are contradictory to the purpose of the work experience.

2. Assigned tasks during the internship

The tasks assigned to the intern are as follows:

3. Duration of the internship

Host is to offer the intern training and workplace guidance from _____.

4. Duties of the host

_____ is obliged:

- to instruct the intern with regard to his/her field of study within the potential of the organization and to provide the student with the necessary experience and professional knowledge;
- to designate a supervisor who shall be in charge of the intern;
- to cooperate with the ASEAN Project Team in all matters concerning the internship;
- to provide the intern at the end of the practical period with an evaluation/letter of reference/certificate of completion, which gives information on the duration of the activity, an exact description of the activities, as well as information on the performance and behavior of the student.

5. Duties of the intern

_____ is obliged:

- to take part in all trainings offered during the internship;
- to accomplish all assigned tasks conscientiously;
- to observe working rules, organizational guidelines and safety regulations to prevent accidents and to handle machines carefully;
- to behave in the interest of the organization and to treat organization-internal matters with strictest confidentiality;
- to write a report about the internship for both parties, the ASEAN Project Team and the organization, within the period stipulated;
- to ensure availability during the internship.

6. Compensation

The intern shall be provided with a per diem allowance amounting to _____ US dollars to cover personal and incidental expenses during the internship.

7. Insurance

1. During the internship, the intern him/herself is obliged to take all the necessary safety and security precautions.
2. However, the intern is insured in the amount of _____ US dollars for work-related accidents or illnesses.

8.Reimbursement and remuneration claims

1. This contract does not entitle the intern to make any claims concerning the reimbursement of other costs that may arise from the fulfilment of this contract.
2. In the same manner, the intern will not receive any remuneration during the internship.

9.Contract copies

This contract is to be signed in three (3) identical copies. Each contracting party is to receive one copy. The third copy is to be sent to the ASEAN Project Secretariat.

10.Additional agreements

Supplements or modifications of this contract must be made in writing. In addition, this contract comprises one (1) further annex (See Non-Disclosure Agreement).

Intern:

Witness:

Witness:

Annex 9

Non-Disclosure Agreement (NDA)

(This NDA is adapted from Harvard Business School.)

THIS AGREEMENT (the “Agreement”) is entered into on this ____ day of _____ by and between _____, located at _____ (the” Disclosing Party”), and _____ with and address at _____ (the “Recipient” or the “Receiving Party”).

The Recipient hereto desires to participate in discussions regarding _____ (the “Transaction”). During these discussions, Disclosing Party may share certain proprietary information with the Recipient. Therefore, in consideration of the mutual promises and covenants contained in this Agreement, and other good and valuable consideration, the receipt and sufficiency of which is hereby acknowledged, the parties hereto agree as follows:

1. Definition of Confidential Information.

(a) For purposes of this Agreement, “Confidential Information” means any data or information that is proprietary to the Disclosing Party and not generally known to the public, whether in tangible or intangible form, whenever and however disclosed, including, but not limited to: (i) any marketing strategies, plans, financial information, or projections, operations, sales estimates, business plans and performance results relating to the past, present or future business activities of such party, its affiliates, subsidiaries and affiliated companies; (ii) plans for products or services, and customer or supplier lists; (iii) any scientific or technical information, invention, design, process, procedure, formula, improvement, technology or method; (iv) any concepts, reports, data, know-how, works-in-progress, designs, development tools, specifications, computer software, source code, object code, flow charts, databases, inventions, information and trade secrets; and (v) any other information that should reasonably be recognized as confidential information of the Disclosing Party. Confidential Information need not be novel, unique, patentable, copyrightable or constitute a trade secret in order to be designated Confidential Information. The Receiving Party acknowledges that the Confidential Information is proprietary to the Disclosing Party, has been developed and obtained through great efforts by the Disclosing Party and that Disclosing Party regards all of its Confidential Information as trade secrets

(b) Notwithstanding anything in the foregoing to the contrary, Confidential Information shall not include information which: (i) was known by the Receiving Party prior to receiving the Confidential Information from the Disclosing Party; (b) becomes rightfully known to the Receiving Party from a third-party source not known (after diligent inquiry) by the Receiving Party to be under an obligation to Disclosing Party to maintain confidentiality; (c) is or becomes publicly available through no fault of or failure to act by the Receiving Party in breach of this Agreement; (d) is required to be disclosed in a judicial or administrative proceeding, or is otherwise requested or required to be disclosed by law or regulation, although the requirements of paragraph 4 hereof shall apply prior to any disclosure being made; and (e) is or has been independently developed by employees, consultants or agents of the Receiving Party without violation of the terms of this Agreement or reference or access to any Confidential Information.

2. Disclosure of Confidential Information.

From time to time, the Disclosing Party may disclose Confidential Information to the Receiving

Party. The Receiving Party will: (a) limit disclosure of any Confidential Information to its directors, officers, employees, agents or representatives (collectively “Representatives”) who have a need to know such Confidential Information in connection with the current or contemplated business relationship between the parties to which this Agreement relates, and only for that purpose; (b) advise its Representatives of the proprietary nature of the Confidential Information and of the obligations set forth

in this Agreement and require such Representatives to keep the Confidential Information confidential; (c) shall keep all Confidential Information strictly confidential by using a reasonable degree of care, but not less than the degree of care used by it in safeguarding its own confidential information; and (d) not disclose any Confidential Information received by it to any third parties (except as otherwise provided for herein).

Each party shall be responsible for any breach of this Agreement by any of their respective Representatives.

3. Use of Confidential Information.

The Receiving Party agrees to use the Confidential Information solely in connection with the current or contemplated business relationship between the parties and not for any purpose other than as authorized by this Agreement without the prior written consent of an authorized representative of the Disclosing Party. No other right or license, whether expressed or implied, in the Confidential Information is granted to the Receiving Party hereunder. Title to the Confidential Information will remain solely in the Disclosing Party. All use of Confidential Information by the Receiving Party shall be for the benefit of the Disclosing Party and any modifications and improvements thereof by the Receiving Party shall be the sole property of the Disclosing Party. Nothing contained herein is intended to modify the parties’ existing agreement that their discussions in furtherance of a potential business relationship are governed by Federal Rule of Evidence 408.

4. Compelled Disclosure of Confidential Information.

Notwithstanding anything in the foregoing to the contrary, the Receiving Party may disclose Confidential Information pursuant to any governmental, judicial, or administrative order, subpoena, discovery request, regulatory request or similar method, provided that the Receiving Party promptly notifies, to the extent practicable, the Disclosing Party in writing of such demand for disclosure so that the Disclosing Party, at its sole expense, may seek to make such disclosure subject to a protective order or other appropriate remedy to preserve the confidentiality of the Confidential Information; provided in the case of a broad regulatory request with respect to the Receiving Party’s business (not targeted at Disclosing Party), the Receiving Party may promptly comply with such request provided the Receiving Party give (if permitted by such regulator) the Disclosing Party prompt notice of such disclosure. The Receiving Party agrees that it shall not oppose and shall cooperate with efforts by, to the extent practicable, the Disclosing Party with respect to any such request for a protective order or other relief. Notwithstanding the foregoing, if the Disclosing Party is unable to obtain or does not seek a protective order and the Receiving Party is legally requested or required to disclose such Confidential Information, disclosure of such Confidential Information may be made without liability.

5. Term.

This Agreement shall remain in effect for a two-year term (subject to a one year extension if

the parties are still discussing and considering the Transaction at the end of the second year). Notwithstanding the foregoing, the parties' duty to hold in confidence Confidential Information that was disclosed during term shall remain in effect indefinitely.

6. Remedies.

Both parties acknowledge that the Confidential Information to be disclosed hereunder is of a unique and valuable character, and that the unauthorized dissemination of the Confidential 2

Information would destroy or diminish the value of such information. The damages to Disclosing Party that would result from the unauthorized dissemination of the Confidential Information would be impossible to calculate. Therefore, both parties hereby agree that the Disclosing Party shall be entitled to injunctive relief preventing the dissemination of any Confidential Information in violation of the terms hereof. Such injunctive relief shall be in addition to any other remedies available hereunder, whether at law or in equity. Disclosing Party shall be entitled to recover its costs and fees, including reasonable attorneys' fees, incurred in obtaining any such relief. Further, in the event of litigation relating to this Agreement, the prevailing party shall be entitled to recover its reasonable attorney's fees and expenses.

7. Return of Confidential Information.

Receiving Party shall immediately return and redeliver to the other all tangible material embodying the Confidential Information provided hereunder and all notes, summaries, memoranda, drawings, manuals, records, excerpts or derivative information deriving there from and all other documents or materials ("Notes") (and all copies of any of the foregoing, including "copies" that have been converted to computerized media in the form of image, data or word processing files either manually or by image capture) based on or including any Confidential Information, in whatever form of storage or retrieval, upon the earlier of (i) the completion or termination of the dealings between the parties contemplated hereunder; (ii) the termination of this Agreement; or (iii) at such time as the Disclosing Party may so request; provided however that the Receiving Party may retain such of its documents as is necessary to enable it to comply with its document retention policies. Alternatively, the Receiving Party, with the written consent of the Disclosing Party may (or in the case of Notes, at the Receiving Party's option) immediately destroy any of the foregoing embodying Confidential Information (or the reasonably nonrecoverable data erasure of computerized data) and, upon request, certify in writing such destruction by an authorized officer of the Receiving Party supervising the destruction).

8. Notice of Breach.

Receiving Party shall notify the Disclosing Party immediately upon discovery of any unauthorized use or disclosure of Confidential Information by Receiving Party or its Representatives, or any other breach of this Agreement by Receiving Party or its Representatives, and will cooperate with efforts by the Disclosing Party to help the Disclosing Party regain possession of Confidential Information and prevent its further unauthorized use.

9. No Binding Agreement for Transaction.

The parties agree that neither party will be under any legal obligation of any kind whatsoever with respect to a Transaction by virtue of this Agreement, except for the matters specifically agreed to herein. The parties further acknowledge and agree that they each reserve the right, in their sole and absolute discretion, to reject any and all proposals and to terminate discussions

and negotiations with respect to a Transaction at any time. This Agreement does not create a joint venture or partnership between the parties. If a Transaction goes forward, the non-disclosure provisions of any applicable transaction documents entered into between the parties (or their respective affiliates) for the Transaction shall supersede this Agreement. In the event such provision is not provided for in said transaction documents, this Agreement shall control.

10. Warranty.

Each party warrants that it has the right to make the disclosures under this Agreement. NO WARRANTIES ARE MADE BY EITHER PARTY UNDER THIS AGREEMENT WHATSOEVER. The parties acknowledge that although they shall each endeavor to include in the Confidential Information all information that they each believe relevant for the purpose of the evaluation of a Transaction, the parties understand that no representation or warranty as to the accuracy or completeness of the Confidential Information is being made by either party as the Disclosing Party. Further, neither party is under any obligation under this Agreement to disclose any Confidential Information it chooses not to disclose. Neither Party hereto shall have any liability to the other party or to the other party's Representatives resulting from any use of the Confidential Information except with respect to disclosure of such Confidential Information in violation of this Agreement.

11. Miscellaneous.

(a) This Agreement constitutes the entire understanding between the parties and supersedes any and all prior or contemporaneous understandings and agreements, whether oral or written, between the parties, with respect to the subject matter hereof. This Agreement can only be modified by a written amendment signed by the party against whom enforcement of such modification is sought.

(b) The validity, construction and performance of this Agreement shall be governed and construed in accordance with the laws of _____ (state) applicable to contracts made and to be wholly performed within such state, without giving effect to any conflict of laws provisions thereof. The courts located in _____ (state) shall have sole and exclusive jurisdiction over any disputes arising under the terms of this Agreement.

(c) Any failure by either party to enforce the other party's strict performance of any provision of this Agreement will not constitute a waiver of its right to subsequently enforce such provision or any other provision of this Agreement.

(d) Although the restrictions contained in this Agreement are considered by the parties to be reasonable for the purpose of protecting the Confidential Information, if any such restriction is found by a court of competent jurisdiction to be unenforceable, such provision will be modified, rewritten or interpreted to include as much of its nature and scope as will render it enforceable. If it cannot be so modified, rewritten or interpreted to be enforceable in any respect, it will not be given effect, and the remainder of the Agreement will be enforced as if such provision was not included.

(e) Any notices or communications required or permitted to be given hereunder may be delivered by hand, deposited with a nationally recognized overnight carrier, electronic-mail, or mailed by certified mail, return receipt requested, postage prepaid, in each case, to the address of the other party first indicated above (or such other addressee as may be furnished by a party in accordance with this paragraph). All such notices or communications shall be deemed to have

been given and received (a) in the case of personal delivery or electronic-mail, on the date of such delivery, (b) in the case of delivery by a nationally recognized overnight carrier, on the third business day following dispatch and (c) in the case of mailing, on the seventh business day following such mailing.

(f) This Agreement is personal in nature, and neither party may directly or indirectly assign or transfer it by operation of law or otherwise without the prior written consent of the other party, which consent will not be unreasonably withheld. All obligations contained in this Agreement shall extend to and be binding upon the parties to this Agreement and their respective successors, assigns and designees.

(g) The receipt of Confidential Information pursuant to this Agreement will not prevent or in any way limit either party from: (i) developing, making or marketing products or services that are or may be competitive with the products or services of the other; or (ii) providing products or services to others who compete with the other.

(h) Paragraph headings used in this Agreement are for reference only and shall not be used or relied upon in the interpretation of this Agreement.

IN WITNESS WHEREOF, the parties hereto have executed this Agreement as of the date first above written.

Disclosing Party

By _____

Name: _____

Title: _____

Receiving Party By _____

Name: _____

Title: _____

Source:

Harvard Business School. (n.d.). Non-Disclosure Agreement. Retrieved 2014, from http://www.hbs.edu/entrepreneurship/pdf/Sample_NDA-updated-2010-10-01.docx

Annex 10

Sample Internship Journal



ASEAN Internship Pilot Run

*Establishment of a Regional Program for the Promotion of
Internship Scheme for Staff Exchanges and Visits for Skills Training*



INTERNSHIP JOURNAL

DAY 1 (12 May 2014)

Name of Intern:	Alvin M. Juban
Internship Location:	5-15-5, Roppongi, Minato-ku Tokyo, 6F 5-4-12 Akasaka Minato-ku Tokyo
Number of Hours Worked:	6
Specific Work Activities and Lessons Learned:	
<ol style="list-style-type: none"> 1. Visit to the Philippine Embassy in Roponggi and discussed matters of Trade, Commerce and other promotional activities between Philippines and Japan. 2. Discovery of a promotional engagement with Sanrio (Hello Kitty) to promote the Philippines in 2008. 3. Visit to Wolfgang Japan Ltd. and learning of their formation, development and publishing process 4. Discussed longevity and profitability of games through good planning and management. 5. Studios can profit even with very few games. 6. Importance of English from Robert Pontow was very critical in meeting. 7. Very interested in Internship program, suggests English speaker as well. 3-6 months is good or whatever is allowable by their VISA. 8. Studio lay-out and set-up is very similar to Studios in PH. 9. Differences in naming conventions for roles e.g. Game Designer vs. Game Planner. 	
What are the things you enjoyed at the internship this day?	
<ol style="list-style-type: none"> 1. Instant camaraderie and cooperation amongst the Interns. 2. Co-Intern was able to present well and interject. 3. Learning how to navigate in Tokyo. 	
What did you find most challenging about the internship? How do you plan to overcome these challenges?	
<ol style="list-style-type: none"> 1. More planning and preparation must go into transit plans to avoid being late to meetings and arriving very tired. 	



ASEAN Internship Pilot Run

Establishment of a Regional Program for the Promotion of Internship Scheme for Staff Exchanges and Visits for Skills Training



Philippine Embassy, Tokyo. Commercial Division.

Dita Angara-Mathay, Jennifer Yamamoto, Froilan Pamintuan with Alvin Juban



Wolf Gang Japan Ltd.: Robert Pontow & Hiroyuki Itoh with Interns Alvin Juban and Ayez Salim.

Intern's Signature

Mentor's Signature

INTERNSHIP JOURNAL

DAY 2 (13 May)

Name of Intern:	Alvin M. Juban
Internship Location:	9th Floor, Shinjuku MAYNDS Tower, Yoyogi 2-1-1, Shibuya-ku, Tokyo; 15 fl. Sumitomo Fudosan Shibuya Garden Tower, 16-17, Minamihiradai- ra-machi, Shibuya-ku, 4-5-15 Higashi-shinagawa, Shinagawa-ku.
Number of Hours Worked:10	
Specific Work Activities and Lessons Learned:	
<ol style="list-style-type: none"> 1. Visit to Aiming Ltd. 2. Has Filipino key personnel that was extremely helpful. Wants to help Internship Program. 3. Korea office for publishing and distribution and Manila for back office for community management using English. Develop games for any platform but now concentrating on Mobile. 4. Most popular browser game is: Sangokushi 5. Most executives have 10 years experience in Gaming. 6. Top Executive is founder of Japan online Gaming Organization (JOGA) 7. Still have some PC titles that are make profit but it's market share is already 30% web and 70% mobile. Mix of IOS and Android, not all games are available on both. 8. 10,000y or 5,000 pesos, a month for 4G internet not including IAPs. f 9. Japan & Korea can download big size games because of internet infrastructure while China cannot due to the large size. So they play at home through wifi. 10. Focus is on Japan market, then Asia, China, Taiwan, Korea and last in North America. 11. Average production cycle for developing 1 title is 1.5 years but they need to desperately lessen it. 12. In Japan, marketing timing is very important. do not just release it. 13. In Japan it's OK to distribute games with rich content due to infrastructure the telco is encouraging because the more the user spends on data, it gives benefit to both. 14. Aiming is also open to continued Internship. 15. Visit to R-Force Entertainment Inc. 16. A pure development company that has never outsourced anything outside of Japan. 17. Had great difficulty in communication as an Interpreter was needed. 18. Also does mutli-platform games but now also concentrating on mobile games. Has around 100 developers. 19. Developers for many Japanese companies. 20. Visit to Namco Bandai Games. 21. Discussion was with Overseas Business Group 22. Now focusing more on each title and each mobile games. 23. Mainly IP titles include Tekken, Pacman and Driving Games. 24. Trend: Games used to be, 300mb. in size but now is just 15-50MB. More application based. 	



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25. Most important thing in mobile gaming business in Japan is the: conversion rate; daily user ratio; and succession rate
26. For example: If they get 10,000 downloads from a promotion. These 10,000 ppl start to play and they try to keep 90% of this. In 7 days we like to keep 30%. Longtail is i -1+ 10%. So they have to keep 90% on the next rate and only 5% join to pay (monetized).
27. 2 years ago mobile web games took 4-6 months production before releasing.
28. But because of large user base and prevalence of bugs then beta testing takes very long time.
29. Now its 8-9 months hopefully not more than 1 year for native application as against web games.
30. Card RPG game and simulation games so it takes more time to produce.
31. Core strength are games from own IP.
32. Believes that mobile business now is changing very fast.
33. New market focus now is first on China, then Korea, then Taiwan, Third although admittedly the haven't done anything with these three market. YET. This year they are planning.
34. Goal for 2014 - to make result, and money from Asian market and next step is other market in Asia
35. 2015-2016 - we are waiting for marketing in the ASEAN country to growing up.
36. If focusing on one by one is Mafan. so they would try to market it by group.
37. Mobile Game Market size for 2014: US, EU, China and Japan are all \$4B USD. Korea is \$1B and Taiwan is \$.5B
38. 48% of Japanese have mobile phones with high speed internet.
39. Japanese play on train and before sleep and they pay using credit card (iOS or Android) to iTunes or GooglePlay
40. Android user is now using Operators Charge. Telcos charge.
41. Strategy to penetrate china market is trying to find local partner.

What are the things you enjoyed at the internship this day?

1. Amazing to see how large Game Developers operate.

What did you find most challenging about the internship? How do you plan to overcome these challenges?

1. Best to bring Interpreter in all meetings.

Note: Please attach any onsite pictures, and other documents you deem relevant.



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Intern's Signature

Mentor's Signature



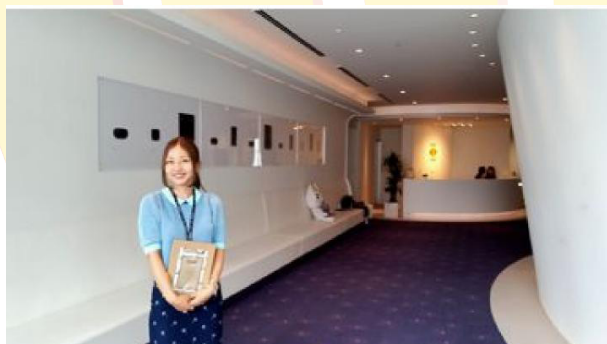
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INTERNSHIP JOURNAL

DAY 3 (14 May)

Name of Intern:	Alvin M. Juban
Internship Location:	1-21-3 Ebisu Shibuya-ku, Tokyo, 8 fl. Shibuya Dougenzaka Tokyo Building, 1-10-8, Dougenzaka, Shibuya-ku, Tokyo;
Number of Hours Worked:8	
Specific Work Activities and Lessons Learned:	
<ol style="list-style-type: none"> 1. Visited Sony Studios (Developer Relations) 2. Has had an incubation studio in SG since 2011 and currently is the only one allowed to have a Playstation 4 Developers Kit in Southeast Asia. 3. Already has a global partnership with Unity. 4. Launch of PlayStation Mobile does not include the Philippines. Only Indonesia, Malaysia, Thailand and Singapore. 5. Independent developers can upload their games on PS Mobile for free and since they have global ties with Unity then most games can easily be ported. 6. Visited Silicone Studios. 7. Has an ongoing internship program, mostly with the French since one company owner is French. 8. Very open to expanding this opportunity specially for 3D. 9. They have an English only department (1) for development. 10. Has total of 300 staff all over Japan doing middleware solutions for game companies as well as developing and publishing their own games. 11. Games are 50% IOS and Android. 12. Visited Imagica DigitalScape 13. Asks if Interns will get school credit. 14. Has Human resource services, 3D, CG training along with development. 15. China games biggest profit center. 16. Looking at ASEAN market after China market fades. 17. Willing to go into talks to train Philippine Developers to be trainors for IMAGICA 	
What are the things you enjoyed at the internship this day?	
<ol style="list-style-type: none"> 1. It was really good having an interpreter. Less stress in transit and navigation and ease of communication in meetings. 	
What did you find most challenging about the internship? How do you plan to overcome these challenges?	
<ol style="list-style-type: none"> 1. None this day. 2. _____ 3. _____ 	



Intern's Signature

Mentor's Signature



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INTERNSHIP JOURNAL

DAY 4 (15 May 2014)

Name of Intern:	Alvin M. Juban
Internship Location:	Daikanyama CA Building, 1F, 2-20-3 Ebisu Nishi , Shibuya-ku, 2-8-11 Nagasaki, Toshima-ku
Number of Hours Worked:6	
Specific Work Activities and Lessons Learned:	
<ol style="list-style-type: none"> 1. Visited Appirits Inc. 2. Started in 2000 doing games and E-Commerce through web development and maintenance. 3. Currently has 150+ Employees and has been doing games for only 3-4 years ago with IOS development but started off with mainly browser games. 4. Discussed different monetization and payment option for web and games from credit cards, scratch cards to pre-paid cards. Right now they have a team to expand the business overseas for Asia region and plan is not to focus on one country but going everywhere in the world. 5. Once every year they would invite students from Stamford for interns for 3 months stay. Not really required to learn Japanese. But they would love to if they are Japanese literate. SO very open to internship. In long run, the best person to learn this is the students. 6. Other services include: <ul style="list-style-type: none"> • e-comm • web system development • consulting as well (web and mobile. community site) • H L company uses the system as well • not building platform only but give solution to the customers 7. Visited Dico Ltd. 8. Cycle for the Japanese market is endless. Players need to collect a lot of things so they would have players playing the games for years just to collect a lot of stuff. US Clients works in a different way where the players pay 10 USD and in the pack the player will get a lot of more things at once instead. 9. Takes around 10 years in business to be trusted in Japan. 10. Started with a lot of localization work 11. They prefer to hire a silly person or normal person who can get along well with everybody rather than a genius who will disrupt the whole company. (awesome) 12. Very keen into outsourcing work. 	

What are the things you enjoyed at the internship this day?

1. Enjoyed meeting a Gaijin who has made his own Game Company in Japan together with other nationalities.

What did you find most challenging about the internship? How do you plan to overcome these challenges?

1. _____
2. _____
3. _____

Note: Please attach any onsite pictures, and other documents you deem relevant.



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Intern's Signature

Mentor's Signature



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INTERNSHIP JOURNAL

DAY 5 (16 May 2014)

Name of Intern:	Alvin M. Juban
Internship Location:	Shibuya 3-6-15, Shibuyaku, 150-0002 Tokyo
Number of Hours Worked: 4	
Specific Work Activities and Lessons Learned:	
<ol style="list-style-type: none">1. Visited Tose Ltd.2. In TOSE, for interns duration spent here varies case by case is 1 year. Sometimes they accept older people (30 years old — 40 years old) working here with no background in animation or gaming or interactive media BUT they have to go through internship as well. They try out for 3-4 months as inter first and then they see if the person can manage the work task. If it is OK. They would ask to sign a contract. Learning process will take some time but at least it won't be far behind.3. Previously launched game in smart telecoms (Philippines) but failed.4. But right now TOSE Philippines is developing 30 games but final approval will be in Japan.5. Very very open for internships and is flexible on the conditions.6. Tose Ph does the ff<ul style="list-style-type: none">🍏 port the games (localisations, re-code)🍏 develop new games from the Tips🍏 development for the Japanese market (tough)	
What are the things you enjoyed at the internship this day?	
<ol style="list-style-type: none">1. I like hearing from big companies about their stories of failures and learnings along side their success. Also about their promotional activities in other countries.2. Also finally had time to visit parks, museums and see a festival for acculturation.	
What did you find most challenging about the internship? How do you plan to overcome these challenges?	
<ol style="list-style-type: none">1. _____2. _____3. _____	

Note: Please attach any onsite pictures, and other documents you deem relevant.



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Intern's Signature

Mentor's Signature





ASEAN Internship Pilot Run
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INTERNSHIP JOURNAL

DAY 6 (17 May 2014)

Name of Intern:	
Internship Location:	
Number of Hours Worked:	4
Specific Work Activities and Lessons Learned:	

1. _____ 2. _____ 3. _____ What are the things you enjoyed at the internship this day?
1. _____ 2. _____ 3. _____ What did you find most challenging about the internship? How do you plan to overcome these challenges?
1. _____ 2. _____ 3. _____ Note: Please attach any onsite pictures, and other documents you deem relevant.

Intern's Signature

Mentor's Signature

Annex 11

Final Assessment of Intern Performance

(This Final Assessment of Intern Performance is adapted from the Employer Internship Handbook of Stetson University.)

Name of Intern _____ Date _____

Name of Supervisor _____

Please provide your evaluation of this student's performance or skill level in each of the following areas. The evaluation is not confidential, and you are encouraged to share it with the student.

Skills Assessment – On a scale of 1-5, please evaluate the intern's performance and skill level in each of the following areas.

5	4	3	2	1	N/A
Exceptional	Above Average	Average	Limited	Lacks this skill	Not applicable

Communication Skills

- _____ Demonstrates oral communication skills required for the job
- _____ Writes clearly and concisely
- _____ Is willing to speak up, communicate information, and ask questions
- _____ Listens to feedback and works to improve

Problem Solving/Decision Making Skills

- _____ Analyzes situations and takes appropriate action
- _____ Offers creative solutions to problems
- _____ Collects and analyzes information relevant to completing a task and establishes a course of action within the given timeframe
- _____ Resolves problems in an appropriate timeframe

Teamwork

- _____ Establishes rapport and credibility among team members
- _____ Shares information and resources with others
- _____ Assists and cooperates with co-workers
- _____ Demonstrates willingness to put forth extra time and effort
- _____ Assumes appropriate leadership role(s)

Self-management

- _____ Produces high-quality, accurate work
- _____ Seeks new strategies when current approach is not effective
- _____ Displays good judgment and establishes priorities
- _____ Uses time effectively
- _____ Demonstrates ethical behavior
- _____ Arrives on time and maintains agreed hours

Initiative

- _____ Seeks opportunities to learn
- _____ Takes initiative to get a job done, even if not specifically told to do so
- _____ Acts decisively on critical issues
- _____ Overcomes obstacles and problems
- _____ Sets and communicates goals; follows up with results

Technical Skills

- _____ Possesses the technical skills required for this position
- _____ Is willing to learn new skills and enhance existing technical skills
- _____ Uses appropriate technology for tasks
- _____ Uses technology to perform effectively

Please discuss whether this student successfully completed the learning objectives/goals.

Rate how prepared the student was with coursework.

- ☐ very prepared
- ☐ somewhat prepared
- ☐ not at all prepared

How would you assess the overall value of this intern to your agency?

- ☐ very valuable
- ☐ somewhat valuable
- ☐ very limited value
- ☐ no value

How would you assess the intern's overall performance?

- ☐ outstanding
- ☐ above average
- ☐ satisfactory
- ☐ below average
- ☐ unsatisfactory

How did the intern most improve his/her skills? In what areas did you notice the most learning?
In what areas does the intern still need to improve?

Source:

Stetson University. (n.d.). Employer Internship Handbook. Retrieved 2014, from <http://www.stetson.edu/administration/career-development/media/Employer%20Internship%20Handbook4.pdf>

Annex 12

Intern Competency Self-Assessment

(This Intern Competency Self Assessment is adapted from Internships LLC, 2010)

Directions:

- Assess the level at which you perform each competency using the category guidelines on the next page.
- Write in the appropriate assessment in the box to the right of each category. **3** for Exceeded Expectations, **2** for Met Expectations, and **1** for Needs Improvement. Then add together all the numbers in that column.
- Calculate your Overall Assessment by taking the total and dividing it by 10 to obtain a score that helps you determine whether you are performing above, at, or below the intern competency expectations.

WORK QUALITY - Plans ahead to complete work thoroughly and accurately, understands requirements, sees assignments through to completion and meets all deadlines and expectations. Displays a positive attitude.

PRODUCTIVITY – Produces a reasonable amount of work in the time allotted. Completes activities in an organized, timely and efficient manner. Plans ahead and meets deadlines.

SELF-DEVELOPMENT – Presents a professional image and reaches out to co-workers. Seeks training, instructions and feedback. Takes ownership of own development. Is inquisitive and seeks answers.

EFFORT/INITIATIVE–Seeks out new assignments and duties; wants to learn more about the internship business. Takes initiative to help in and others and pitches where needed. Suggests and implements solutions.

EFFECTIVE COMMUNICATION – Effectively gives and receives information, ideas and opinions verbally and in writing. Keeps supervisor and co-workers updated on progress. Uses common courtesies and reaches out to help others.

CUSTOMER FOCUS – Demonstrates appropriate attention to customer needs when making decisions and taking action. Is responsive and courteous with customers. Listens and empathizes with customer concerns. Researches concerns to find solutions.

JOB KNOWLEDGE – Understands duties and responsibilities. Seeks instructions and advice from key colleagues. Sets goals and is organized. Wants to learn new things and asks questions to clarify information.

TEAMWORK/COOPERATION – Willingness and ability to work and cooperate with others. Solicits the advice and opinions of others and is open-minded. Seeks to collaborate with the team on solutions.

PROBLEM SOLVING – Resolves problems effectively by considering appropriate options before making a decision. Looks for and considers alternative solutions. Open to new ideas and pro-active in finding ways to avoid problems.

MODELING COMPANY VALUES– Shows an approach towards people and work that is consistent with the overall values of the business. Professional in appearance and demeanor.

OVERALL COMPETENCY ASSESSMENT– This is the result of calibrating all competencies.

Exceeded Expectations	Met Expectations	Needs Improvement
Work Quality		
Exceeds quality standard - is thorough and accurate. Maintains positive attitude and professional demeanor.	Completes routine work in a thorough and accurate manner to meet internship standards.	Work must be checked, needs frequent supervision and reorientation of internship responsibilities. Is not meeting acceptable work standard in key areas.
Productivity		
Effective, high volume producer. Exceeds established work deadlines most of the time.	Diligent and meets standards for productivity and maintains expected output.	Has difficulty meeting internship assignments, timelines and deadlines. Is not meeting acceptable standards.
Self-Development		
Presents professional image and seeks feedback to modify own behavior. Regularly seeks learning opportunities. Proactively prepares, implements a development plan.	Responds positively to feedback when offered. Accepts learning opportunities provided and seeks them out on one's own. Prepares, implements own development plan.	Accepts constructively offered feedback but does not seek it out. Occasionally accepts learning opportunities offered by others.
Effort / Initiative		
Seeks new assignments and opportunities to learn, accepts new tasks and follows through until completed. Volunteers to help.	Accepts new assignments positively and welcomes the opportunity for growth.	Does not seek new assignments; reluctantly accepts assignments or changes to work process.
Effective Communication		
Communicates information that can be helpful to others. Updates co-workers on progress. Shares information willingly. Collaborates on solutions.	Displays basic interpersonal and communication skills with others to achieve goals.	Must be prompted to share information and to interact with team, department and customers.
Customer Focus		
Makes customers and their needs a primary focus, encourages others to be more responsive to customers' needs. Focuses on solutions.	Understands that "customer satisfaction" is a priority and responds well to new initiatives. Works through issues to meet customers' expectations.	Sometimes needs to be reminded about good customer service/producing a good product. Needs to be more flexible when business needs change.
Job Knowledge		
Displays knowledge and application of skills, strives to learn more about business. Sets own goals and is organized in approach.	Has good working knowledge of the internship and procedures. Meets internship standards and only needs occasional supervision with new duties or complicated assignments.	Has knowledge but does not apply it in some situations. Requires regular supervision in day-to-day work.
Teamwork / Cooperation		
Works on maintaining effective relationships with coworkers, supervisor and other departments. Willing to help where needed.	Agreeable, works well with co-workers to achieve departmental goals.	Works within own team, sometimes is reluctant to work with others. Needs frequent supervision when issues arise with coworkers/others.
Problem Solving		
Makes effective decisions within the internship by applying logic, research and using sound judgment. Only needs occasional guidance.	Makes good decisions on routine issues within the scope of the internship by considering options and consequences. May require assistance on more complex issues.	Has difficulty solving routine problems, tends to make decisions without obtaining all necessary information or considering implications.
Modeling Company Values		
Seeks to understand the culture of the company and champions company values and ethics in all business decisions.	Takes action, earns respect, and helps others understand company's values and ethics.	Says or does things that belittle others' concerns/ideas. Fails to consistently demonstrate company values and ethics.

Source: Internships LLC. (2010). Intern Competency Self-Assessment. Retrieved June 3, 2014, from [http://idc-content.s3.amazonaws.com/site/docs/Self-Assesment.pdf]

Annex 13

Internship Schemes

13.1. SME-University Internship Programme in Malaysia (Based on the Consulting-based Learning for ASEAN SMEs)

SME Corp. Malaysia

The internship program involves the idea of linking SMEs to universities to upgrade the capability of small and medium enterprises (SMEs). There is partnership and collaboration among the university, local SMEs and students.

OBJECTIVES

The objectives include improving SME business performance and productivity, encouraging entrepreneurship and exposing students to the actual business environment and providing students with essential work skills.

SME Corp is the main secretariat of the program. Initial preparations take a month. Students are required to prepare a final report and final presentation.

INTERNSHIP PROPER

Students are placed in SMEs for a period of 3 to 4 months to assist in improving the SME's operations and capabilities. They are guided by lecturers and SME Corp Malaysia Business Counsellors. Students who are in their final year become junior consultants, enhancing the SME's business performance. They diagnose the company's performance, define the company's problem, propose solutions to improve the company's condition, undertake improvement activities and analyze the impact of these activities.

Sources:

Nasir, Hilyati Muhammad. (2014). *SME-University Internship Programme in Malaysia*. ASEAN Internship Regional Discussion Presentation held on 10 January 2014. Manila, Philippines.

Adnan, Ahmad Azrin; Nasir, Noor Azeanti Mohd. (11 November 2013). *Implementing Islamic Consulting-Based Learning Program in Entrepreneurial Education: The Case of Malaysia*. *International Journal of Education and Research*. Accessed 3 February 2014. Retrieved Online <http://www.ijern.com/journal/November-2013/33.pdf>.

13.2. SPRING Singapore's SME Talent Programme (Place and Train)

RECRUITMENT and SELECTION

The government matches the intern with the SME, with a formal intern curriculum and supervised mentoring and advising.

There are four steps:

1. the company registers
2. the company sends staff for training
3. staff undergo training and receive certification
4. company receives training subsidies and absentee payroll from Singapore Workforce Development Authority

There is a contract between SFIC and the company and the company and the student. There is also a very strong partnership among the academe, government and industry.

INTERNSHIP PROPER

The Singapore Furniture Industry Council (SFIC) is an industry-based training institute where the internship program is anchored on a “place and train” strategy with a formal 43-day competency work for skills qualification certification program. Some of the skills include the following:

- selling products and services
- maintaining professional image
- interacting with customers
- providing advice on furniture products
- handling merchandise display
- working efficiently in the retail environment
- cultivating productivity and innovation mindset
- maintaining awareness of trends and development in design

The program is subsidized by the Singapore Workforce Development Authority for up to 6 months of salary support.

The internship program lasts for 10 to 16 weeks with compensation shared by both SME and the government. The sharing is as follows: 20% for the SMEs and 80% for the government.

Sources:

Tan, Ted. (2014). *SPRING Singapore's SME Talent Programme*. ASEAN Regional Discussion Workshop Presentation.

Rañeses, Nestor O. (29 October 2013). *Notes from Meeting with Singapore Furniture Industries Council (SFIC)*. ASEAN Internship Project AMS Visits.

SPRING Singapore. (21 November 2013). *SME Talent Programme*. Accessed 3 February 2014. Retrieved from <http://www.spring.gov.sg/Enterprise/CDG/Pages/HCD/SME-Talent-Programme.aspx#Uu8JLfrcYg>.

13.3. Talent Attraction Through the Internship Program/Initiative

OBJECTIVES

The objective is to expose the university and polytechnic students to the dynamic and rewarding work environment in growth-oriented SMEs through short-term stints.

Participating SMEs are required to develop a comprehensive training plan that encompasses the entire internship duration, supplemented with structured supervision and mentorship

RECRUITMENT and SELECTION

SMEs must apply prior to the start of the internship. Approved SMEs are required to employ interns for a minimum of 10 weeks up to a maximum of 16 weeks. Recruitment should be up to 10 interns or 10% of total fulltime staff, whichever of the two values is lower.

Qualifications/requirements for the SME include:

1. an annual sales turnover of S\$10 million
2. a clear internship project scope and supervision; a comprehensive training plan for the intern with expected learning outcomes, projects and assignments, an assigned supervisor and mentor for the intern, overseas exposure (if any)
3. provision of monthly allowance and end of internship book prize amount

Qualifications/requirements for the student include the following:

- a Singapore citizen or Singapore permanent resident
- a student of the following schools:
 - Singapore Polytechnic
 - Nanyang Polytechnic
 - Ngee Ann Polytechnic
 - Republic Polytechnic
- or
- Nanyang Technological University
- National University of Singapore
- Singapore Management University
- SIM University
- Singapore University of Technology and Design
- Singapore Institute of Technology
- leadership traits
- B-average GPA (at least)
- attend interviews by SPRING, the institutes of higher learning or SMEs

The stipulated monthly allowance of up to 16 weeks are as follows:

- polytechnic students minimum of \$800/month
- university student minimum of \$1000/month

For fixed completion book prize:

- polytechnic students \$500
- university student \$800

Sources:

Rañeses, Nestor O. (28 October 2013). *Notes from Meeting with Singapore Spring Team*. ASEAN Internship Project AMS Visit in Singapore.

SPRING Singapore. (n.d.). *Talent Attraction through Management Associate Initiative*. Accessed 3 February 2014. Retrieved from http://www.spring.gov.sg/Enterprise/CDG/Documents/HCD_Talent_Attraction_Factsheet.pdf.

13.4. Global Internship Program (Japan METI Model and PCCI Model)

The METI Global Internship Program by the Japanese Government's Ministry of Economy Trade and Industry (METI) aims to strengthen one's abilities and skills as global human resources by providing young Japanese business people and university students with actual working experience in developing countries. Further, the Global Internship Program seeks "to develop human resources that can be expected to play role of bridge in the development of the economic cooperation and business relationship between Japan and the host countries, by dispatching young adults in practical internship scheme (work experience) to governments, government related organizations, industrial associations, local companies, and Japanese companies in developing countries, and by performing the above-described."

The internship's main goal is "to raise young Japanese personnel who can serve as a bridge for strengthening economic cooperation and business development between Japan and the host country."

Specifically, the program goals are as follows:

1. To provide opportunity to acquire independence and proactive attitude,
2. To provide the ability to understand other cultures,
3. To develop communication skills,
4. To establish personal networks and cooperative relationship in business development in the host countries,
5. To facilitate business development abroad of small and medium sized companies of Japan (market survey, seeking local partners, human resources development), and
6. To facilitate development of the students who can be global business leaders in the future

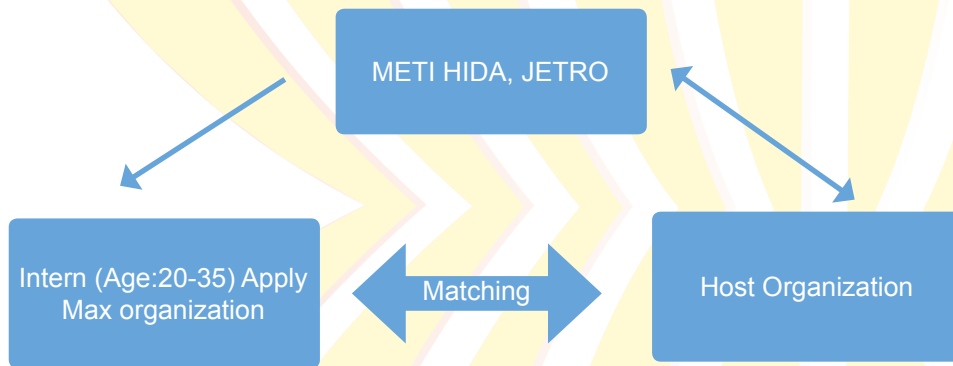


Figure 3. METI Global Internship Program.

Internship Program Overview

- No. of interns to be dispatched: a total of 50 to 100 young Japanese business people and university students to be dispatched by HIDA and JETRO to developing countries (mainly Asian countries) as METI interns
- **Duration of internship:** 3 to 6 months between September 2013 and February 2014
- **Dispatch period:**
 - o First batch – 3 to 5.5 months (September 2013 – February 2014)
 - o Second batch – 3 months (November 2013 – February 2014)
- **Criteria for selecting interns:**
 - o Young Employees of Japanese companies/organizations, or University Students, between the ages of 20 and 35 who hold Japanese citizenship
- **Host companies/organizations: approximately 100 companies and organizations are anticipated to participate as host organizations:**
 - o Government, Governmental organizations, Industrial associations, Local

companies, and Japanese companies in developing countries

- **includes pre-departure domestic training courses and workshop for achievement presentation after returning to Japan**

Program Implementation

- METI will entrust implementation of the program to HIDA/JETRO
- Responsibilities of HIDA/JETRO:
 - o Request and coordinate with hosts to receive METI Interns
 - o Match up METI Intern candidates with hosts
 - 1) Confirm hosts' intentions of receiving METI Intern(s)
 - 2) Look for METI Intern candidates
 - 3) Match up (Preferences of both METI Interns and hosts will be considered)
 - o Provide training program in Japan (orientation and/or optional program in host country if needed) for METI Interns
 - o Pay METI Interns' airfare and residential accommodation and basic living expenses (including local transport expenses)
 - o Pay to hosts as METI Intern(s) accepting fee on a month-person
 - o Be a contact point with METI Interns and hosts for daily problems and emergencies
- Confidential information that METI Interns obtain through the internship program will be protected by a contract between the agency and the METI Intern

Benefits for Hosts

- Develop staff's abilities (leadership, sense of responsibility, communication skills, etc.)
- Improve local staff's understanding and interest in Japan
- Gain opportunities of building familiarity with Japan, understanding and interest in Japan
- Revitalize business activities
- Share the results of assignments (e.g. survey on business practices, market research) that the host assigned the METE Intern
- Corporate Social Responsibility – contribute to global human resources development
- Accelerate coordination between host country and Japan

An ongoing METI Global Internship Program is currently being conducted by the Philippine Chamber of Commerce and Industry (PCCI) in partnership with the Overseas Human Resources and Industry Development Association (HIDA). This internship program is geared towards the immersion of young people which aims to deepen understanding of doing business in the Philippines.

Among the highlights of the internship at PCCI are as follows:

- Attendance to conferences (e.g. Philippine Business Conference), business matching, business meetings, chamber management workshops, and trade fairs
- Exposure to relief operations (not mandatory)
- Exposure trip in the old Manila city
- English proficiency training
- On-site training to PCCI-member companies
- Exposure to LGU awardees – to see how local government in promoting business

SOURCES:

Bangladesh AOTS-HIDA Alumni Society (BAAS). (2013). METI Global Internship - FY 2013. Accessed 28 January 2014. Retrieved from <http://www.baas.org.bd/internship>.

METI Global Internship Program. (2013). Accessed 28 January 2014. Retrieved from <http://www.mai.org.my/ver2/media/kunena/attachments/527/METIGlobalInternshipProgram.pdf>.

13.5. Medium and Small Scale Industries Coordinated Action Program

The Medium and Small Scale Industries Coordinated Action Program (MASICAP) is a program conceptualized by Fr. Georges Piron and pilot tested by the Development Academy of the Philippines in 1973. The program identified projects cum proponents, prepared project feasibility studies for loan applications and followed-up / facilitated loan approvals from financial institutions. The program operated until June 1980 when it folded up because certain conditions key to the program's successful implementation had changed. It has assisted about 6,000 entrepreneurs in the countryside and trained / graduated about 700 young professionals. On August 2002, the program was revived on a pilot basis under MASICAP MSME Development Foundation, Inc. (MASICAP MDFI, 2009).

Recruitment

- Must be a regular student on his / her senior year / last semester in Business Administration or commerce major in Accounting, Management, Entrepreneurship or Marketing or Bachelor of Science in Economics.
- Must have outstanding academic and moral standing as attested by school authorities, preferably honor students.
- Have leadership qualities, good relational skills, positive attitude, & missionary spirit.
- Willing to be assigned away from residence and place of recruitment to other areas covered by the project.
- Should assume the risk of returning to school if unable to satisfactorily complete the initial training program.
- Field staff will be assigned in teams outside of the areas where they were recruited to avoid undue biases and pressures.
- The maximum term of two years for the staff ensures renewed enthusiasm to the program by new recruits without losing continuity and experience transfer from those in their second year.
- No regular office hours set but performance is monitored periodically based on quotas agreed upon.

Services Offered

- Preparation of business plan for loan purposes and facilitation of loan application and approvals,
- Preparation of business plans for strategic planning/accreditation requirements compliance
- Assistance in complying with other loan requirements by banks and other creditors,
- Provision of information on markets, sources of materials, technology and licensing procedures, and
- Linking-up enterprises with buyers/suppliers and other resource institutions/ agencies.

Program Implementation

- Services provided to proponents/entrepreneurs by field teams composed of senior students/young professionals recruited and trained by the foundation.
- The teams can find free office space at the Department of Trade and Industry, local Chamber of commerce and Industry and others but actively seeks out project proponents / enterprises to be assisted. They undertake much of the extension work with the entrepreneurs at the premises of the enterprises assisted. Services are extended with no fees charged except for the entrepreneurs providing office supplies or clerical support in preparing the business plans or documents required.

Source: MASICAP MSME Development Foundation, Inc. (2009). *About Us*. Accessed 3 February 2014.
Retrieved from <http://www.oocities.org/masicap2min/con2004/about.html>.

13.6. Philippine Technical Vocational Education and Training System (TVET)

The Philippine Technical Vocational Education and Training (TVET) System was developed to be more responsive to the dynamic changes in the local labor market. It provides education and training opportunities to prepare students and other clients for employment. It also addresses the skills training requirements of those who are already in the labor market and would need to upgrade or acquire new competencies to enhance employability, improve productivity, or facilitate career shift (TESDA, 2006).

TVET Quality Assurance Systems

TVET in the Philippines is Competency-based adherent to the following principles:

- Training is based on curriculum developed from the competency standards,
- Learning is modular in structure,
- Training delivery is individualized and self-paced,
- Training is based on work that must be performed,
- Training materials are directly related to the competency standards and the curriculum modules,
- Assessment is based on the collection of evidence of the performance of work

consistent to the industry-required standards,

- Training is based on both on- and off-the-job components,
- Allows for recognition of prior learning or current competencies,
- Training allows for multiple entry and exit, and
- Approved training programs are nationally-accredited

Table 1. Philippine TVET Qualification Framework (PTQF) Descriptors.

Level	Process	Responsibility	Application
NC I	Worker performs routine and predictable tasks involving little or no latitude for judgments	Adhere to appropriate standards or specifications are usually involved	Assignments are usually made by a supervisor or a worker at a higher level who gives simple instructions and makes clarifications or suggestions when necessary
NC II	Worker performs a prescribed range of functions involving known routines and procedures, where clearly identified choices and limited complexity applies	Work involves some accountability for the quality of outputs	Application may involve individual responsibility or autonomy, or working with others as part of a team or group
NC III	Worker performs a wide range of skilled operations at a high level of competence involving known routines and procedures. The work context involves some complexity in the extent and choice of options available	Work involves understanding the work process, contributing to problem solving, and making decisions to determine the process, equipment and materials to be used	Application may involve individual responsibility or autonomy, and/or some responsibility for others. Participation in teams including team or group coordination may be involved.
NC IV	Worker performs a wide range of application in a variety of contexts most of which are complex and non-routine	Work involves some leadership and guidance when organizing activities of self and others as well as contributing to technical solutions of a non-routine or contingency nature. Work also requires evaluation and analysis of current practices and the development of new criteria and procedures	Applications involve responsibility for the organization and performance of others

TVET Programs

1. School Based Program
2. Center Based Program
3. Enterprise Based Program
4. TESDA Language Skills Institutes
5. TVI with TESDA Registered Programs

TVET Outcomes

1. Certification of Skilled Workers, and
2. Employment of TVET Graduates

SOURCES:

TESDA. (2006). *The Philippine Technical Vocational Education and Training (TVET) System*. Accessed 3 February 2014. Retrieved from <http://www.tesda.gov.ph/uploads/file/Phil%20TVET%20system.pdf>.

TESDA. (2014). *Philippine Technical Vocational Education and Training System*. Accessed 3 February 2014. Retrieved from http://www.tesda.gov.ph/program.aspx?page_id=52.

Annex 14

Sample Certificates of Internship



Certificate of Appreciation

This is to certify that

Betis Crafts, Inc.

participated as **host enterprise** in the

Pilot Phase of the

ASEAN Project

"Establishment of a Regional Program for the promotion of Internship Scheme for Staff Exchanges and Visits for Skills Training"

implemented by the Department of Trade and Industry - Bureau of Small and Medium Enterprise Development (DTI-BSMED) through the University of the Philippines Institute for Small-Scale Industries from 16-17 May 2014 at Betis, Guagua, Pampanga.

Given this 17th day of May 2014 in Betis, Guagua, Pampanga.


Nestor O. Rañeses
Director
UP ISSI


Jerry T. Clavesillas
OIC Director
DTI - BSMED



Certificate of Completion

is awarded to

Alvin M. Juban

for having completed his internship in the

Pilot Phase of the

ASEAN Project

"Establishment of a Regional Program for the promotion of Internship Scheme for Staff Exchanges and Visits for Skills Training"

implemented by the Department of Trade and Industry - Bureau of Small and Medium Enterprise Development (DTI-BSMED) through the University of the Philippines Institute for Small-Scale Industries from 12-17 May 2014 at GaiaX Asia Corporation, Tokyo, Japan.

Given this 17th day of May 2014 at GaiaX Asia Corporation, Tokyo, Japan.


Nestor O. Rañeses
Director
UP ISSI


Jerry T. Clavesillas
OIC Director
DTI - BSMED