



Toolkit for NGO Mentors and Supervisors



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Summary of the Project

The project will ensure inclusiveness of study practice services by building capacities of career counsellors and developing new services. We aim to improve the quality of study practices by building the competences and skills of coordinators and mentors. By implementing MILEAGE study practices we will stimulate innovative pedagogies in HEIs and form a supportive environment for student practices. Lastly, we will advocate for civic engagement through the recognition of community work in students' academic results.

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Toolkit for NGO Mentors and Supervisors

In this toolkit, an internship or study practice process follows three key phases: **preparation**, **implementation**, and **follow-up**. Each phase includes tools that ensure a meaningful experience for both NGO mentors or supervisors and students alike. Throughout all three phases, tools like the **Inclusivity Checklist**, **Mentoring Discussion Prompts**, and **Student Portfolio** serve as anchors to foster anti-racist and inclusive work approach, reflection, and documentation of growth and learning.

In the **preparation phase**, NGO mentors and supervisors can use the **Example Structure for Internship Interviews** to prepare for conducting interviews. They can refer to the **How to be a Mentor** guide to familiarize themselves with the mentoring role and use the **List of Supervisor and Mentor Responsibilities** to help define expectations within the organization.

During the **implementation phase**, the **Onboarding Plan and Checklist Template** ensures the student receives all essential information, skills and resources when joining the team. NGO mentors or supervisors and students can collaborate on the **List of Example Learning Outcomes** to define clear and relevant goals for the internship or study practice. The **Check-in Meeting Example Agenda** serves as a framework for tracking the student's progress and addressing any concerns.

In the **follow-up phase**, the **Exit Checklist** helps to ensure that all tasks and responsibilities are wrapped up efficiently. The **Exit Interview Steps and Questionnaire Model** can be used to gather valuable insights from the student through meaningful discussion. Alternatively, the shorter **Feedback Questionnaire Template** can be utilized to track the key elements needed to improve processes within the organization. Finally, the student, together with the mentor or supervisor, can refer back to the **Student Portfolio**, which has served as a record of the student's accomplishments and growth.

List of the tools in the toolkit

Preparation

- *Example Structure for Internship Interviews*
- *A List of Supervisor and Mentor Responsibilities*
- *Mentoring Discussion Prompts*
- *How to be a Mentor*
- *Student Portfolio*
- *Inclusivity Checklist*

Implementation

- *Check-in Meeting Example Agenda*
- *Onboarding Plan and Checklist Template*
- *List of Example Learning Outcomes*

Follow up

- *Exit Checklist*
- *Exit Interview Steps and Questionnaire Model*
- *Feedback Questionnaire Template*

List of other related sources with links

- [*Toolkit for Mentors - Social Innovators project*](#)
- [*Implementing Buddy System Workplace | PMI*](#)

	Preparation	Implementation	Follow up
Non-country specific tools (in English)	<ul style="list-style-type: none"> ▪ <i>Example Structure for Internship Interviews</i> ▪ <i>How to be a Mentor</i> ▪ <i>A List of Supervisor and Mentor Responsibilities</i> 	<ul style="list-style-type: none"> ▪ <i>List of Example Learning Outcomes (relevant also for students)</i> ▪ <i>Onboarding Plan and Checklist Template</i> ▪ <i>Check-in Meeting Example Agenda</i> 	<ul style="list-style-type: none"> ▪ <i>Exit Checklist</i> ▪ <i>Feedback Questionnaire Template</i> ▪ <i>Exit Interview Steps and Questionnaire Model</i>

Non-country specific, relevant for all phases	<ul style="list-style-type: none"> ▪ <i>Inclusivity Checklist</i> ▪ <i>Mentoring Discussion Prompts</i> ▪ <i>Student Portfolio</i> 	<ul style="list-style-type: none"> ▪ <i>Inclusivity Checklist</i> ▪ <i>Mentoring Discussion prompts</i> ▪ <i>Student Portfolio</i> 	<ul style="list-style-type: none"> ▪ <i>Inclusivity Checklist</i> ▪ <i>Mentoring discussion prompts</i> ▪ <i>Student Portfolio</i>
Additional materials	<u>Toolkit for Mentors - Social Innovators project</u>	<u>Implementing Buddy System Workplace PMI</u>	

Preparation

Example Structure for Internship Interviews

The *Example Structure for Internship Interviews* offers a comprehensive, step-by-step guide for interviewers in the NGO sector to plan, conduct, and follow up on structured internship interviews.

Before the interview

- Provide the candidate with possible preparation materials.
- Review the application documents.
- Prepare the interview questions to match the needed and preferred competencies as well as organizational values.
- If multiple interviewers are involved, clarify roles and review the questions in advance.

Opening the interview

- Start with light small talk to set a welcoming and friendly tone.
- Provide an overview of the interview structure.
- Encourage the candidate to ask questions throughout the interview, and indicate that there is time dedicated to questions in the end.
- Explain that you will be taking notes and invite the candidate to do the same.

Introduction

- Briefly introduce the organization and interviewer(s).
- Ask the applicant to briefly introduce themselves.

General competence and motivation

Evaluate the candidate's motivation for the role. Describe the key organizational values and evaluate the applicant's competence and commitment related to them.

Example questions:

- *Why are you interested in this internship? Why did you decide to apply?*

- *Why would you want to intern with us?*
- *Describe your familiarity with or previous experience using [specific, tool, work approach, method, theory, etc.].*
- *Can you share an experience where you advocated for or worked towards [specific goal, value, etc.]?*

Introduction of the position and role-related questions

Introduce the position and ask specific questions to assess the competencies required for the role. Evaluate the candidate's potential approaches to relevant tasks.

Example questions:

- *What kind of previous experience (of any kind) do you have working with [specific task, target group, tool, method, etc.]?*
- *Please explain how your past experiences have prepared you for this internship.*
- *What do you think needs to be considered when working with [specific task, situation, target group]?*
- *How would you approach or complete [specific task]?*
- *What skills do you have regarding [specific task, area, tool]?*
- *What are your thoughts on the current situation of [specific context]?*
- *How would you improve or develop [specific aspect]?*

Expectations and personality

Discuss the expectations of the role (e.g., remote working skills, independence, teamwork etc.) and explore the candidate's expectations for the position.

Example questions:

- *How would you assess your remote working skills?*
- *What kind of support do you believe you would need to succeed in this role?*
- *What are your expectations for this role? What do you hope to gain or learn during the internship?*
- *Describe a situation when you faced a significant challenge. How did you handle it?*

- *How would your current or most recent supervisor and/or colleagues describe your strengths? What about areas for improvement?*
- *What kind of team member are you?*
- *What type of working environment do you appreciate?*
- *What kind of organizational culture helps you thrive?*
- *How do your personal values align with the mission of our organization?*

Practical matters

Explain all the practical details related to the role, such as the starting date, time frame, weekly/daily working hours, possible evening or weekend work, salary, etc. Also, explain any academic requirements.

Example questions:

- *How do the proposed salary and working hours sound to you?*
- *Are you able to commit to the planned time frame?*

Questions

Allow time for the candidate to ask questions and be prepared to answer them honestly. Assess the quality and relevance of the questions.

Wrap up

- Provide information about the next steps and an estimate of when the candidate can expect to hear from you.
- Avoid making statements that could be interpreted as a promise of employment.
- Encourage the candidate to reach out if they have any questions.

After the interview

- Evaluate the candidate against the requirements of the position and review your notes.
- Follow up with candidates as promised.
- Notify candidates who were not selected, preferably via phone. Provide constructive feedback for the rejected candidates if possible.

A List of Supervisor and Mentor Responsibilities

A List of Supervisor and Mentor Responsibilities outlines the responsibilities of a supervisor/mentor in guiding and supporting a student during an internship or study practice, ensuring their professional development, well-being, and successful integration into the organization.

A List of Supervisor and Mentor Responsibilities

The company/organization offering the internship/study practice appoints a supervisor/mentor for the student. The supervisor/mentor is typically the person most familiar with the student's role and work tasks. The supervisor/mentor is also the one providing the most guidance related to general and industry-specific skills.

The responsibilities of a supervisor/mentor can vary across organizations. Below is a non-exhaustive list of responsibilities for a supervisor/mentor:

- Set up the learning outcomes in collaboration with the student.
- Ensure the student receives support in adjusting to the work community and adopting the organization's practices and ways of working.
- In coordination with administration, ensure that the student is informed of their statutory rights in the workplace.
- Ensure the student has access to the necessary tools and resources to carry out their tasks. Ensure that the student has the skills to use and apply the tools and resources effectively.
- If needed, to make adjustments to tools and/or work methods, and organize special support in collaboration with administration.
- Identify if any additional orientation or support is required for specific tasks as the internship/study practice progresses.
- Arrange regular check-ins with the student.
- Evaluate the student's learning progress and adjust learning outcomes and/or the work tasks if necessary.

- Support the student's professional independence and encourage them to make independent decisions. Communicate clearly when and in which matters the student may act independently and when closer guidance is required.
- Ensure that the student receives regular, constructive, and reinforcing feedback.
- Support the student in professional development and career planning, and encourage the student to create and strengthen professional networks within and outside the organization.
- If necessary, help the student to prioritize work tasks.
- Advocate for healthy and sustainable work practices, such as taking breaks and considering work ergonomics.
- Enhance clarity in work by giving the student clear, specific tasks with set deadlines.
- Carefully monitor the student's workload and provide support if the assigned responsibilities become too burdensome.
- Clarify the student's role, responsibilities and the objectives of the work, if needed.
- If necessary, contact the educational institution, for example, if questions or challenges arise during the internship/study practice.
- In collaboration with the administration, provide the educational institution with the necessary materials required for academic credit based on the internship/study practice.

Mentoring Discussion Prompts

Discussion prompts for mentors for their guidance sessions with HEI students.

Employer-Provided Mentoring During the Internship

The company/organization offering the internship appoints a supervisor for the student, who helps the student assess the development of their work-related skills. The supervisor can also inform the student about the general and industry-specific skills required in the company/organization and the field as a whole. Additionally, the supervisor can provide insights into the career opportunities available in the industry. During the internship, the student may receive feedback on their reports, diaries, profiles, etc., from the university as well. At the latest, after the completion of the internship, the university's internship coordinator, for example, provides feedback on the student's reflections.

Below are listed topics and themes to support the guidance provided by the employer during the internship, which the supervisor can discuss with the student. The guidance should ideally be open, mentoring-type conversations, encouraging and motivating the student in career planning and highlighting the importance of general work-related and industry-specific skills.

During meetings with the student, the supervisor can:

- Ask about the student's future career plans and encourage them to consider choices related to their studies and future (summer) work experiences.
- Inquire about the challenges the student has faced in their work and studies and how they have managed them.
- Ask about the student's various skills and prompt them to consider the importance of different skills, with particular attention to teamwork, collaboration, communication skills, organizational culture, giving and receiving feedback, independence, and initiative.

- Share their own career path—how they ended up in their current job and which work-related skills and industry-specific knowledge have been important.
- Explain the significance of the internship for the student's future career and the importance of summer employees to the employer.
- Discuss which skills have been challenging to learn and which have been beneficial.
- Describe the career opportunities available in the industry and the skills that particularly need to be developed, both general work-related skills and industry-specific knowledge.
- Encourage the student to consider the importance of attitude, work safety, and responsibility in the workplace.
- Seek feedback from colleagues working with the student on their performance and work-related skills and discuss this feedback with the student.

At the final discussion organized towards the end or upon completion of the internship, it is beneficial to review the key contents of the work and evaluate whether the goals were met. Assessing the work experience and performance together with the supervisor helps the student recognize their professional growth and identify skills and knowledge areas that still need improvement. For the employer, discussions with the student provide information on the latest research and theoretical knowledge in the field and new perspectives on the workplace. Through the student, a positive image of the employer and an enriching internship experience are conveyed to the educational institution and other students.

How to be a Mentor

How to improve your mentoring skills?

Introduction

This toolkit is dedicated to support the development of mentoring skills for trainers. Here you can find the basic information provided during the training for trainers. This document serves as a set of guidelines you can use in development of your mentoring skills as well as mentoring skills of others in your organisation.

This section includes the following elements presented on trainings for mentors:

- *Guidelines for mentors*
- *What makes a good mentor*
- *Principles of nonviolent communication*
- *How to provide good feedback*
- *Checklist for mentors*

Guidelines for mentors

As a mentor, you are responsible for creating a customised training plan for an apprentice and making sure that an apprentice gets adequate training, resources and feedback to successfully complete the apprenticeship program. Also, you will need to monitor the progress of the apprentice you are mentoring and be sure that all administrative requirements are met.

You are encouraged to work continuously on developing your mentoring skills and stay in touch with recent developments in your field or specialisation. In the following sections, you will find useful information that can help you in developing your mentoring skills. Let's start with the basics.

What makes a good mentor?

There are different forms of mentoring and mentoring relationships. A formal mentoring relationship, such as the relationship established through the #NGOTrained Apprenticeship program, is characterised by the

fact that it is intentional. This means that the partners in the relationship ask for or offer the mentoring, establish goals for the relationship and make agreements about its nature. The mentoring relationship established through this program is also facilitated, which means that it is structured through defined steps guiding the desired behaviour change for the apprentices, and administered and evaluated in a certain way, producing concrete established results.

It is important to have in mind that if the established relationship is not intentional, any result that happens during the mentoring process can be perceived as a coincidence. If you do not have a concrete set of goals and outcomes, as well as ways to monitor and evaluate them, you cannot take credit for the results. This is why it is important to be clear and concrete regarding the goals and outcomes for each apprentice you mentor, and to create a specific training program and make sure it is followed throughout the apprenticeship. In order to be successful in this endeavour, we have prepared a set of guidelines that can help you in building a relationship with the apprentice and help you make sure that you are effective in providing adequate training and guidance to the apprentices. This is also an opportunity to reflect on your mentoring skills and learn what can be improved.

What makes a good mentor?

There are many skills a good mentor should have, the most important being **observation, communication, analysis, listening** and **giving feedback**. We will especially focus on communication and feedback, covered in the following sections.

Also, you should have in mind these important aspects of a good mentoring relationship:

- **Empathy** (acknowledging and understanding that once you were in a similar situation an apprentice is in today);
- **Positive approach and enthusiasm** (believing in your work and demonstrating enthusiasm for the area you work in);

- **Developing capabilities** (focusing on giving instructions and developing skills and knowledge of an apprentice);
- **Inspiring** (giving ideas and inspiring to do a meaningful work);
- **Valuing opinions as well as proactivity and initiatives;**
- **Offering challenging tasks and opportunities;**
- **Providing corrective feedback;**
- **Providing opportunities for their future career** (opening doors);
- **Focusing on giving a small, but meaningful project** rather than a project that is too ambitious that will discourage an apprentice and know when it is too much;
- **Encouraging discussion**, asking questions and encouraging critical thinking;
- **Asking open-ended questions** without offering suggestions disguised as questions.

The principles such as proper communication, authenticity, empathy, separating observation from judgment and being in charge of one's own emotions are universally accepted as guidelines for a healthy relationship with others.

Principles of non-violent communication

The principles of non-violent communication were established in the early 1960s by Marshall B. Rosenberg, an American psychologist. They are still used today in various training sessions and workshops and are especially applicable in NGOs.

Non-violent Communication (NVC) is a framework that helps you to focus on creating quality relationships that contribute to the well-being of all people involved. One of the basic assumptions of NVC is that our interaction with other people is driven by universal human needs. It is based on developing a consciousness and communication skills that make it easier for people to express feelings, take responsibility for their actions, practice active listening, foster empathy and maintain mutually beneficial relationships with other people, which is the opposite of violent communication.

Violent communication is based on threat, judging, dehumanization, blame, and coercion, creating misunderstanding, quarrels, and frustration.

The key to nonviolent communication is honesty - be honest with yourself and be honest in listening and accepting others.

Nonviolent communication is usually explained through its four main elements: **Observations, Feelings, Needs/Values, and Requests.**

Before choosing an appropriate reaction or a response to a certain situation, you should **first focus on self-reflection** and self-consciousness. **Observe** what impact a situation has on you. **Identify what you feel.** Ask yourself: **what is the need behind the feeling** I have and how can I request this from another person in an appropriate manner? Avoid venting your feelings without knowing what it is that you need from another person, and vice versa. This will make your communication much more effective.

1. Observations

In any situation, especially a difficult one, you should practice the **skill of observing or perceiving without judgement.** You should learn to **separate a situation from your interpretation of it.** Understand that **you are the only person responsible for your feelings,** and that **your feelings result from your personal needs.**

For example, if an apprentice is running late with an assignment, before choosing an appropriate reaction, collect all the facts and observe a situation without making a judgement such as: “they are irresponsible” or “they don’t have any working habits”. Take all the factors into account before making a judgement.

Acknowledge that a certain behaviour can cause a variety of different responses depending on the context, as well as your own needs and feelings. If a task an apprentice needs to finish is crucial to you, you might be annoyed with the situation. In some other situations in which you do not have time to spare to provide feedback, you might be relieved because you will get additional time to finish your own tasks before dedicating your time to an apprentice.

In the first example, you might find yourself annoyed because you have a need to finish a certain task. In the second example, you might feel relief because you now have more time to finish your work. It is important that you show **empathy** to others because you might not know the full context of the situation. Maybe a person is running late because of a circumstance they could not control. Acknowledging all the factors will reduce negative feelings you might have and positively affect the conversation with others.

2. Feelings

Often, what is described as feelings are in fact hidden interpretations or judgements. Sentences like: 'I feel that you are angry' are not describing a feeling at all, but your interpretation of what the other person might feel. You are actually describing your hidden need for conflict or some other issue that is not appropriately articulated.

Here are some examples of words that are actually interpretations and judgements, and not feelings: deceived, manipulated, unheard, pressured, and neglected. Using these words serves as a disguised attack on others built on a wrong assumption - that others are responsible for how you feel. This is not true - remember, **only you are responsible for your feelings**.

Recognize how you feel about a certain situation or a person and name that feeling. Acknowledge that this feeling is solely your responsibility and you are the one who chooses how to react in a particular situation.

3. Needs/Values

Behind your feelings are unmet needs and expectations that you have. After identifying what exactly is that you feel, and taking responsibility for it, the next step is to recognize your needs in that particular situation. For examples, some words for feelings related to the unmet needs you can use are powerless, alone, jealous, cranky and depressed.

Positive feelings that can be used to describe certain needs being fulfilled are: relaxed, proud, satisfied, feeling happy or touched.

Identify what are your needs so that you can choose an appropriate response to a situation.

4. Requests

After recognizing your feelings and needs, take responsibility for your choices that influence your emotions. Choose to articulate your needs in an assertive manner. **Being assertive means to stand up for your own or other people's rights in a calm and positive way, without being perceived as aggressive, or being passive in a situation.** This means that you simultaneously set your boundaries and respect the boundaries of other people.

If you are having difficulty with formulating your requests and handling emotions, one useful trick proposed by Rosenberg is to replace “must” with “choose”. This can be done in three steps:

1. Make a list of all the things you think that you must do. These are the activities that you do not enjoy doing, but you do them anyway because you believe that you have no choice.
2. Rewrite all the points on the list from step 1, but start every sentence with: “I choose to...”. This step usually generates some internal resistance.
3. Replace the full stop of the second sentence with a comma, and add a sentence which starts with “because I would like to...”. Writing in this way helps to clarify what needs you are trying to fulfil with the stuff you do not really enjoy doing.

This is a useful way to practice deliberation and handle your emotions better.

How does this make me a better mentor?

You are probably already using some, if not all principles of non-violent communication. These principles exist in many other frameworks and are the basis of a healthy relationship with oneself and others.

Applying these principles more often will help you to build a healthy mentoring relationship and to avoid unnecessary conflict and misunderstandings. Applying these principles will save a lot of time and unnecessary stress, while preserving the dignity of both persons involved in communication.

This will make you a better mentor and a colleague because you will be more efficient in your communication, and focused on the other person, meeting their needs without imposing your own judgement.

How to apply the principles in practice?

The best way to practice nonviolent communication is to follow these four steps in any difficult situation we face:

Key steps	Questions you should ask yourself	Answer
Identify the problem	Observe and explain the situation in the most basic terms, without judgement - who, why, when, what...?	
Name your emotions	How does this situation make me feel? Do I feel angry, frustrated, sad or any other emotion?	
Analyse your needs	What exactly do I need from this situation? What is the preferable outcome?	
Ask what you need	How can I ask what I need in an appropriate and assertive manner?	

Table 1 - Mentors can print this checklist as a reminder or a helpful tool for better focus and preparation in challenging situations.

Improving your feedback skills

Definition of Feedback

In the context of your daily work in an NGO, feedback is the information people receive about their performance, and in most cases, it is related to

the different activities they take part in. Feedback is essentially an evaluation of the quality of work and behaviours.

Feedback can be positive or negative. It is **important to communicate both** positive and negative feedback to people you mentor. You should leverage positive with negative feedback – **negative feedback should follow positive feedback.** Some researchers even recommend that for each negative evaluation, you provide five pieces of positive feedback.

Positive feedback encourages and strengthens good work behaviour. On the other hand, negative feedback, if done right, helps apprentices learn faster and to focus on what is important.

Why Providing Feedback is important

Apprentices as well as new employees should get a lot of feedback, because this directly impacts their success on the job and their future performance. Having specific and relevant feedback significantly improves learning and acquiring new skills.

When it comes to providing feedback to new employees and apprentices, you should focus on providing information related to specific job duties, competencies, training opportunities, mission, and organisational goals.

Remember, feedback is a skill

Your role as a mentor requires perfecting your feedback skills. This will not only make you a better mentor, but a better colleague or leader as well. Even if you did not have an opportunity to develop or practice your feedback-giving skills, there is no reason not to start. Giving feedback is a skill like any other, and it gets better with practice.

Read the guidelines in the following section and think about the last time when you had a chance to provide an evaluation. How many of the following guidelines did you apply? How can you improve your feedback next time? Read this section and make your own checklist of the skills you wish to improve.

How to provide good quality feedback

There are several components of good quality feedback:

1. Feedback should be specific

This means that you should **focus on specific behaviours or activities**. Giving general and nonspecific feedback can easily confuse an apprentice, especially if the feedback is negative. It is important that you do **not focus on the apprentice's personality, but on a specific task at hand**.

If it's done correctly, you should explain which components of the task are done well. If performance is not good, you should explain why it is not good and explain how it can be improved.

- An example of a non-specific feedback: "You did a great job on the project. Keep it up."
- An example of good positive feedback: "Peter, your communication plan was excellent. You addressed all the key elements, and I especially liked the new channels you proposed. This will be very helpful in our next campaign. Great work!"
- An example of a good negative feedback: "Peter, the budget table was not formatted correctly. You should calculate the expenses in column B and make sure to check all the numbers once more before submitting the table. The numbers in column X and Y should correspond to the expense report I sent you yesterday. Here is how you should do it: "....."

2. Focus on behaviour, not a person or personal traits

Avoid generalisations when giving feedback. You should not use words like "always", "never" or give comments related to personal characteristics of the apprentice. Be realistic and focused on concrete behaviours. Remember, personality is something that cannot be changed, but behaviour is. Also, your comments should be work-related.

3. Have a concrete goal in mind

Giving too much feedback can derail you from guiding an apprentice in the most effective way. Focus on providing feedback that is related to the apprentice's goals. An apprentice will remember the feedback that is important to him or her.

For example, if an apprentice wants to learn how to be a trainer/educator, focusing on formatting budget tables is not something that will necessarily help an apprentice to achieve his or her goal in your organisation.

4. Use simple and unambiguous language, and make sure that your message is received

In order for it to be effective, your feedback should be clear and unambiguous. Provide an apprentice something she or he can easily remember and use in future situations. The best way to ensure that your feedback is received appropriately is to ask follow up questions such as: “What do you think the key takeaways from this conversation are?”, “After our talk, what do you think you should improve?” and so on.

5. Be mindful of the time and place

If possible, it is best to give feedback after a specific activity or behaviour has occurred. Waiting too much will decrease the effectiveness of your feedback, and an apprentice will often not remember the situation you are describing. However, sometimes you will not get an opportunity to comment on a behaviour straight after.

You should avoid delivering negative feedback in front of other people. It is best to deliver feedback in-person, and in a private conversation.

Sometimes a public acknowledgement of good performance can be appropriate, but you should always have in mind that different persons react differently when receiving feedback. Also, avoid giving negative feedback when you, or an apprentice is stressed.

6. Provide feedback often and in different forms

You should try to incorporate feedback in your daily activities. Be sure to repeat the key insights you have often and in different ways. For example, you can give feedback both via in-person conversation and an email (or another channel you might use for communicating) after you receive work from the apprentice.

This will increase a chance that an apprentice understands how he or she should do a specific task.

7. Know Your Audience: Adjust the feedback to fit an apprentice

Be mindful that different people react differently to feedback, and that a strategy you used in one situation is not necessarily applicable to different situations. For example, someone who never did a particular task might need more encouragement than someone who already has a lot of experience in the area. A more experienced person might find too many praises patronising.

This is just one of many examples of how a different approach is needed depending on a person you work with, depending on her or his level of experience, goals, interests, and other characteristics.

How to provide a negative feedback

Additionally, on top of all the elements already mentioned, if you are providing negative feedback, you should also have in mind two other important aspects.

First, **be sure that you are commenting on a situation, activity or behaviour that an apprentice has an impact on.** If they were not able to complete a task or do it in a certain way because of the circumstances they could not impact, a negative piece of feedback will only increase unnecessary stress and probably cause defensive behaviour. For example, if you failed to provide timely information and this caused a delay in completing a task, this is not something you should pick on. **Focus on something an apprentice has control over.**

Secondly, **explain how the behaviour can be improved in the future.** Feedback without specific guidelines on how the task should be done is not really useful. Always explain what should be done differently and provide an apprentice with the necessary information and resources to do better the next time.

Make sure that negative feedback follows a positive one. For example, some use the “sandwich” method when giving feedback. It’s a technique that consists of delivering negative or constructive feedback between two “slices” of positive feedback. The idea is to start with positive feedback, then address the issue or area of improvement, and then end with another compliment or encouragement. The sandwich method aims to soften the impact of negative feedback and make it more acceptable and actionable for the receiver.

For example:

Positive feedback: I really appreciate your dedication and the effort you put into organising this event. Your attention to detail ensured that everything ran smoothly.

Area of improvement: One area to consider for future events is communication. Some volunteers mentioned they felt unclear about their roles before the event, which led to some confusion. Perhaps creating a clearer implementation plan or holding a pre-event meeting could help clarify expectations in the future.

Encouragement: Overall, your leadership in this project was impressive, and I’m excited to see how you’ll incorporate this feedback into future initiatives.

Here is an example of a table you can use as a reminder when preparing for giving feedback to an apprentice or other person you work with:

Feedback Skill	Questions	Yes/No
Specific	Did I explain in detail the specific situation or a task and the element that was good or not good?	
Focused on behaviour	Did I focus on behaviour and not on personal traits of the person?	
Goal-oriented	Did I have specific and relevant learning goals or outcomes in mind?	
Simple and understood	Did I use simple language? Did an apprentice understand and receive the question? Did I ask follow up questions?	
Timely	Was the timing appropriate? Did I wait too long to give feedback? Was it in-person?	
Recurring and in different formats	Did I repeat the feedback throughout time and in different formats? In which situations and how can I repeat the message?	
Personalised and appropriate	Did I have a specific person in mind? Was the feedback tailored to the person and appropriate for the situation?	
(Negative Feedback) Explaining how the behaviour can be improved	Did I explain exactly how the behaviour can be improved?	

Table 2 - This checklist can be printed as a reminder

Student Portfolio

A. Personal and internship details

- **Intern name:**
- **Internship title:**
- **Organisation:**
- **Supervisor name and contact:**
- **Internship duration: (Start Date – End Date)**
- **Location:**

B. Goals and objectives

Internship objectives

Summarize the objectives outlined [by the organization/in your Learning Agreement] for your role.

Personal goals

List 3-5 personal learning goals at the start of the internship. You can utilize the List of Example Learning Outcomes.

C. Weekly/Monthly log

Use this section to document progress regularly.

Week/Month [insert number]

Main tasks and responsibilities

[List main activities/tasks performed during this period.]

Competences¹ developed

(E.g., Time management, teamwork, problem-solving, etc.)

Skills² gained

¹ **Competence:** Ability to apply learning outcomes adequately in a defined context (education, work, personal or professional development). Or Ability to use knowledge, skills and personal, social and/or methodological abilities, in work or study situations and in professional and personal development. [Source: Cedefop; European Parliament and Council of the European Union, 2008.]

² **Skill:** Ability to apply knowledge and use know-how to complete tasks and solve problems. [Source: Cedefop; European Parliament and Council of the European Union, 2008]

(E.g., Report writing, using specific software, interpersonal communication, etc.)

Training received

- **Formal**³: (E.g., workshops, courses, certifications, etc.)
- **Non-formal**⁴: (E.g., mentoring sessions, hands-on learning, etc.)

Software and tools used

[List the main tools, software or platforms used, with a brief description of their use].

Projects worked on

[Describe the specific projects you contributed to, indicating your role and main results.]

Challenges faced

[Briefly describe challenges, both major and minor, you have had during this reporting period and how you addressed them.]

Lessons learned

[Reflect on what you learned from your experiences this period.]

D. Introspective Reflection

This section is dedicated to deeper personal reflections about the internship experience.

Discomfort and growth

Have you experienced any uncomfortable situations?

³ **Formal learning**: Learning that occurs in an organised and structured environment (such as in an education or training institution or on the job) and is explicitly designated as learning (in terms of objectives, time or resources). Formal learning is intentional from the learner's point of view. It typically leads to certification. [Source: Cedefop, 2008]

⁴ **Non-formal learning**: Learning embedded in planned activities not explicitly designated as learning (in terms of learning objectives, learning time or learning support). Non-formal learning is intentional from the learner's point of view. [Source: Cedefop, 2008]

[Describe a situation where you felt out of your comfort zone and how you reacted. What emotions did you experience? What did you learn from this experience?]

Personal insights

What has surprised you the most about yourself during the internship?

[Reflect on personal aspects you discovered or didn't expect to learn about yourself.]

Ethical or professional dilemmas

Did you encounter any ethical or professional dilemmas?

[Describe situations where you had to make a difficult choice and how you handled it. What values or principles guided your decisions?]

E. Competences⁵, skills⁶ and tools tracker

Fill out this section over time to track your achievements.

Competences

(E.g., Time management, teamwork, problem-solving, etc.)

Competence	Level before internship	Level after internship	How it was developed
[e.g., Communication]	<input type="checkbox"/> Basic <input type="checkbox"/> Intermediate <input type="checkbox"/> Advanced	<input type="checkbox"/> Basic <input type="checkbox"/> Intermediate <input type="checkbox"/> Advanced	[E.g., Developed by interacting with clients.]
[e.g., Project Management]	<input type="checkbox"/> Basic <input type="checkbox"/> Intermediate <input type="checkbox"/> Advanced	<input type="checkbox"/> Basic <input type="checkbox"/> Intermediate <input type="checkbox"/> Advanced	[E.g., Led a small project.]

⁵ **Competence:** Ability to apply learning outcomes adequately in a defined context (education, work, personal or professional development). Or Ability to use knowledge, skills and personal, social and/or methodological abilities, in work or study situations and in professional and personal development. [Source: Cedefop; European Parliament and Council of the European Union, 2008.]

⁶ **Skill:** Ability to apply knowledge and use know-how to complete tasks and solve problems. [Source: Cedefop; European Parliament and Council of the European Union, 2008]

Skills

(E.g., Report writing, using specific software, interpersonal communication, etc.)

Skill	Level before internship	Level after internship	How it was developed
[e.g., Communication]	<input type="checkbox"/> Basic <input type="checkbox"/> Intermediate <input type="checkbox"/> Advanced	<input type="checkbox"/> Basic <input type="checkbox"/> Intermediate <input type="checkbox"/> Advanced	[E.g., Developed by interacting with clients.]
[e.g., Project Management]	<input type="checkbox"/> Basic <input type="checkbox"/> Intermediate <input type="checkbox"/> Advanced	<input type="checkbox"/> Basic <input type="checkbox"/> Intermediate <input type="checkbox"/> Advanced	[E.g., Led a small project.]

Tools

(E.g., Excel, Photoshop, Canva, Moodle etc.)

Tool	Level before internship	Level after internship	How it was developed
[e.g., Canva/Kahoot]	<input type="checkbox"/> Basic <input type="checkbox"/> Intermediate <input type="checkbox"/> Advanced	<input type="checkbox"/> Basic <input type="checkbox"/> Intermediate <input type="checkbox"/> Advanced	[E.g., created visual materials for a campaign.]
[e.g., Microsoft Excel]	<input type="checkbox"/> Basic <input type="checkbox"/> Intermediate <input type="checkbox"/> Advanced	<input type="checkbox"/> Basic <input type="checkbox"/> Intermediate <input type="checkbox"/> Advanced	[E.g., used for data analysis and reporting.]

F. Projects worked on

List the main achievements or contributions for each project.

Project Name	Description	Your contribution (tasks and responsibilities)	Key learnings or contributions
[E.g., Project X]	[Short description]	[E.g., Data entry, research, content creation.]	[E.g., Data entry, research, content creation.]
[E.g., Campaign Y]	[Short description]	[E.g., Assisting with event planning, drafting social media posts.]	[E.g., Assisting with event planning, drafting social media posts.]

G. Training log

Document formal and non-formal training attended.

Training type	Topic	Date	Description
Formal	[e.g., Workshop on X]	[DD/MM/YYYY]	[Brief description of content and outcomes.]
Non-Formal	[e.g., Mentoring on Y]	[DD/MM/YYYY]	[Brief description of process and benefits.]

H. Key achievements

Main accomplishments

[List the most important results or milestones achieved.]

Impact/Contribution

[Reflect on how your work contributed to the organization.]

I. Self-reflection

Use this section to reflect on your overall internship experience.

Personal growth

[Describe how you've grown personally and professionally.]

Strengths discovered

[List any strengths or talents uncovered during the internship.]

Areas for improvement

[Identify any areas you'd like to develop further.]

Overall takeaway

[Summarize the most valuable aspect of your internship.]

J. Supervisor feedback

(To be completed by the supervisor)

K. Future planning

Career goals

[Discuss how this internship has influenced your career aspirations.]

Next steps

[Outline your next steps for further learning or development.]

L. Appendices

Additional materials such as certificates, pictures, videos.

Inclusivity Checklist

The *Inclusivity Checklist* provides guidance and reflection questions to promote anti-racist and inclusive practices in internship or study practice recruitment, mentoring, and workplace culture.

Inclusivity checklist to support the supervisors and mentors

Anti-racist approach and guiding towards them, is one of the cornerstones of inclusive internship practices. This checklist contains reflection questions and observations to help to design and implement internship/study practice processes especially from an anti-racist work perspective. The reflection questions touch on both the recruitment process and the guidance of the internship process, at the same time encouraging self-assessment and critical reflection on the structures and culture of the workplace. The Peace Education Institute's website offers an online course on anti-racism, which can be used to study the topic of antiracism. It is the responsibility of each member of the working community to develop their own knowledge and understanding further. There is always more to learn. For example, recognizing our own privileges or problematic structures at the working place requires commitment from each of us. Handling these issues and creating change does not happen without input and work from the whole working community.

The list is based on the Anti-racism in Youth Work Guide (2023, in Finnish) published by the Peace Education Institute. It is also relevant to acknowledge that intersectional framework supports the understanding of the uniqueness of each individual, guiding our awareness also to the intersection of discriminatory factors within individuals. The intersectional framework recognizes that people are not one-dimensional; we have different social factors and features that affect our reality in different ways. It is important to pay particular attention to the most marginalized members of the community. It is a way of ensuring that no one is left behind. (Safer, My Own Learning Diary: p. 102—103)

General observations

- Young people in our society have different opportunities for participation, despite efforts to achieve equality and inclusion. Participation possibilities are influenced by a variety of factors, from structures and perceptions that have evolved over history to networks, for example. Recognizing these issues is important in relation to anti-racist working practices.
- It is the responsibility of the whole work community to be aware of recruitment processes, inequalities and prejudices that might manifest in the work community. Also, creating mechanisms and practices that reinforce equality and equity, and tackle (structural) discrimination are relevant.
- Experiences of discrimination among minority students/trainees are common, but at the same time cannot be assumed.
- Equality and equity work requires commitment and is a long-term effort to change attitudes and structures.
- Each factor of discrimination and exclusion should be considered analytically, one by one. Attempting to solve and address all factors at once may produce practical solutions only on a very limited level.
- Above all, equality work requires looking at power structures, norms and ways of working from new perspectives within an organization and a willingness to examine one's own thinking and actions critically.
- Work for equality and equity needs to be continuous. It is not just a single method or a development task to be carried out, but a way of looking at one's own activities and the society around us. Equality and equity work includes all those actions that reduce discrimination and the impact of discriminatory practices.

When planning training and recruitment

- Do I have the ability to look at the structures of our work community and the recruitment of interns from equality and equity perspectives: Who has the power to make decisions?
- Who do we actually reach when we market and inform about the internships/study practices? Who do we reach and who we do not reach? For whom is it easy to apply, for whom not? How can we create a recruitment

advertisement and job description that appeals to students who are not currently being reached by our current means?

- Am I aware of my own prejudices towards certain applicants, for example those from different minorities?
- Do I pay attention to dismantling stereotypes and norm criticism when planning the recruitment?
- Do we engage in regular and goal-oriented cooperation with different stakeholders to promote equal opportunities in recruitment?
- Is the working environment and working atmosphere safe for all? For whom is it potentially familiar and safe, for whom is it alien or distant?
- Do we provide information on accessibility (including the premises), and any barriers to work? Do we communicate about valuing and supporting diversity when recruiting?
- Does our communication reflect the diversity of our workforce and their active involvement in different roles?

During the internship/study practice

- How do I create a safer space in the work community, where everyone feels as safe as possible? Do we have the safer space principles in use?
- Are we aware of stereotype fear, which can have a negative impact on people's performance at work or under other pressures? This fear means that people are afraid of realizing a negative generalization about a group they belong to.
- Can I identify discriminatory behavior or language in everyday life? For example, is it easy for me to identify racism in encounters and interactions?
- Are there built-in policies in the workplace for resolving or presenting challenging situations? Have the students been told how to act if they experience or identify discriminatory issues or situations?
- Do I dare to intervene if I notice discriminatory behavior or speech? How?
- Are the students enabled to use their own specific skills, to give and receive feedback, and participation during the internship/study practice?

- Do I encourage the students to collaborate with those they would not typically work with or seek to work with? Are processes designed to enable collaboration with more than one person in the work community?
- Am I aware of any assumptions I make about the student based on, for example, color, ethnicity or religion, ability, gender or sexual orientation?
- Do I give equal attention and speak to each student equally? Do I make eye contact with all students in the room?
- Do I pay different attention to the thoughts and feelings of white and non-white students?
- Do I encourage and support students to take equality perspectives into account when carrying out their work during the internship/study practice?

Implementation

Check-in Meeting Example Agenda

The *Check-in Meeting Example Agenda* provides a template for weekly and daily check-in meetings with students, offering guidance to supervisors and mentors on how to effectively engage with and support students during their internship or study practice.

SAMPLE: Weekly Check-in Meeting (30-45 minutes)

1) Warm-up and getting to know each other better (5 mins)

Example questions:

- *What's something that brings you joy and energy at work?*
- *What is one thing you're really good at (or known for among your friends)?*
- *If you could have any superpower, what would it be?*
- *What topic do you wish could be taught as a subject in school that isn't a part of your current classes?*
- *If you could invent one thing, what would it be?*
- *What is your catchphrase or a word you say a lot?*
- *If you had a million euros, what would you do with it?*
- *If you could know one thing about the future, what would it be?*

2) Ask the student to describe freely how things are going (5-10 mins)

This helps open a conversation and provides an opportunity to talk about various issues that may have arisen during the week.

3) Provide feedback (5 mins)

Provide constructive feedback on any completed assignments and reinforce positive aspects of the student's work. This helps the student understand their strengths and areas for improvement.

4) Ask questions and gather information (5-15 mins)

This section offers an opportunity to address any concerns or help in problem-solving.

Example questions:

- *What are you looking forward to this week?*
- *What are you not looking forward to this week?*
- *Is there something you are nervous or concerned about?*
- *What was the best part of last week?*
- *What was the worst part of last week?*
- *Is there something new you've been thinking about or wondering lately regarding your work tasks?*
- *How's your workload for this week?*

5) Allow for questions and comments (10-15 mins)

Providing examples or adding a time frame can make this more tangible for the student.

Example questions:

- *What can I do to support you today/this week?*
- *Do you have deadlines coming up today/this week?*
- *Do you need help in prioritizing your work tasks?*

SAMPLE: A 10-minute Daily Check-in

Wins and accomplishments

- *What did you accomplish since yesterday?*
- *What's a good thing that happened yesterday?*

Prioritizing

- *What tasks are you working on today?*

Supporting

- *Are you stuck with something?*
- *Do you need help in prioritizing?*

Note: While the example questions can help guide the discussion, supervisors/mentors should feel free to tailor questions based on the student's personality or current circumstances. This customization can make the discussion even more relevant and meaningful for the student.

Onboarding Plan and Checklist Template

The *Onboarding Plan and Checklist Template* is a structured guide designed to plan, organize and track key activities and responsibilities during a student's/intern's orientation and onboarding process.

Welcoming the student, introducing the office facilities and colleagues

	Responsible person	Planned date	Notes
Welcoming the student in the office or in an online meeting			
Work equipment, systems, and data security (e.g., setting up work equipment, guidance on necessary software, internet connection, printing and scanning, data security, IT support)			
Introduction to office facilities (e.g. key handover and access, workspaces, office rules, conference rooms, safety, shared equipment usage)			
Introduction to colleagues/different teams and providing their contact information			
General practices (e.g., meeting and calendar practices, internal communication and team collaboration practices)			
Introducing the most important internal guidebooks, manuals, tools and other documentation			

Practicalities

	Responsible person	Planned date	Notes
Collective Labor Agreement			
Salary payment			
Working hours, breaks, flexible working hours			
Time tracking			
Remote work			
Vacation and sick leave			
Occupational safety			
Benefits			

Initial Meeting between Supervisor/Mentor and Intern

	Responsible person	Planned date	Notes
Introducing team members/closest colleagues and their roles responsibilities			
Reviewing the job description, planned assignments, and specific work tasks			
Setting learning objectives, identifying student's goals and wishes for the internship/study practice			
Agreeing on check-in meetings (online/face-to-face, frequency, duration, etc.)			
Establishing clear practices and expectations for remote work			
Scheduling task-specific orientation sessions			
Creating a work schedule for the first few weeks			
Addressing other relevant topics or concerns			

Communication, Documentation, and Data Management

	Responsible person	Planned date	Notes
Internal communication practices, information flow, document management			
Visual guidelines and branded templates			
External communication channels			

General

	Responsible person	Planned date	Notes
Introduction to the organization, its vision and mission, and an overview of the operating environment and organizational values			

List of Example Learning Outcomes

The *List of Example Learning Outcomes* provides a collection of sample learning outcomes designed to guide the creation of measurable goals for internships or study practices, particularly in the non-profit sector.

List of Example Learning Outcomes

During the first days of the internship/study practice, it is advisable to establish learning outcomes. Setting learning outcomes helps identify measurable goals that guide both the learner and their supervisor/mentor, making it easier to ensure expectations are understood and progress is trackable. Learning outcomes can help align learning with real-world applications, motivate learners, and allow targeted assessment and feedback. They can also help adjust the role and planned tasks in ways that benefit the student in their future career. The learning outcomes should be established collaboratively with the student.

The learning outcomes of an internship/a study practice can vary depending on the field, duration, and the student's prior experience and skills. In internships/study practices, learning outcomes typically focus on gaining practical experience and developing skills needed in the workplace.

The list below includes examples of common learning outcomes suitable for the non-profit sector. The list is indicative and not exhaustive. The list is based on the *Toolkit for Mentors, Social Innovators project*.

Knowledge

- Present and understand the mission and the vision of the NGO
- Differentiate and understand important terms in the NGO sector (mission, vision, goals, objectives, strategy, indicators, target groups, activity, project, program)
- Learn the ethical standards and organizational values of the workplace
- Understand the organizational processes and how the role connects to the broader operations

- Learn to seek information independently and utilize internal and external resources that are needed to complete the tasks
- Differentiate and understand key terms in project proposals (indicators, activity, dissemination)
- Differentiate and understand key terms in project management and project life cycle
- Recognize links between a project proposal and a project budget
- Identify relevant documents for the legal framework in which NGOs operate
- List relevant sources of funding for NGOs
- Understand the main steps of project management and project cycle
- Understand the main steps of NGO administration procedures
- Prepare a draft for a project/activity/event proposal
- Draft an official letter
- Understand contractual obligations of projects
- Make a project implementation plan
- Support reporting activities
- Draft a press release
- Develop a communication plan
- Draft social media posts or campaign
- Gain general knowledge of the organizational structure
- Draft training materials
- Apply simple non-formal education methodology

Skills

- Participate in teamwork and team meetings
- Develop communication skills (oral and written)
- Write a draft of a project proposal

- Think critically
- Solve problems through exposure to new tasks
- Apply theoretical knowledge to practical tasks: analyze and solve work-related problems using best practices and principles from the field of study
- Manage time effectively to complete tasks and learn to prioritize
- Break down larger tasks into smaller, manageable ones
- Learn to use specific tools, software, or machinery essential for the role
- Analyze social media and web traffic
- Create social media and web content
- Present coherent information clearly
- Develop organizational and planning skills
- Practice professional correspondence in different communication channels with various stakeholders
- Make connections between strategy and program/project activities
- Interact with different stakeholders in a professional manner and in accordance with the organization's values
- Facilitate program development and stakeholder relationships
- Support the preparation, implementation and evaluation of workshops
- Develop IT skills
- Develop marketing skills
- Build and maintain professional networks
- Develop *general workplace skills*

Attitudes

- Willingness to learn and engage in new experiences
- Working habits and commitment to tasks
- Responsiveness *to feedback and critique*
- Self-evaluation practices and tools

- Responsibility for assigned tasks
- Initiative for own ideas
- Confidence gained from successfully completed tasks
- Flexibility and the ability to adapt to changes
- Persistence
- A positive attitude towards NGOs and their work for the society
- Flexible and timely problem-solving under high pressure
- Patience
- Maintaining a healthy work-life balance and self-care practices (eg., breaks, ergonomics)

Follow up

Exit Checklist

The *Exit Checklist* is a guide for employers to ensure all necessary tasks, feedback, and documentation are completed after an internship or study practice.

Exit Checklist

Below is a list of actions and responsibilities the employer needs to complete after the internship/study practice:

- Provide feedback to the student and the degree program regarding the internship/study practice.
- Conduct an exit interview with the student to discuss their experience and gather feedback on the organizational processes.
- During the exit interview evaluate the student's performance based on the predefined learning outcomes and goals.
- Obtain consent to use the student's experiences in organization's communication.
- If customary in the organization, remind the student/intern to prepare a handover document for the next student/intern, outlining ongoing tasks, responsibilities, and any relevant information.
- Ensure that all the tools and devices have been returned and that licenses and accounts are closed.
- Write a work or internship certificate for the student, outlining their main tasks, responsibilities and performance.

Exit Interview Steps and Questionnaire Model

The Exit Interview Steps and Questionnaire Model is a structured guide designed to help supervisors or mentors conduct effective exit interviews with departing interns or students, gather valuable feedback, and improve organizational processes.

Exit Interview Steps and Questionnaire Model

The purpose of an internship/study practice exit interview is to gather feedback from departing students/interns about their experience with the organization. It focuses on obtaining information about the intern's/student's experience, assessing the processes, to gain insights into the overall work environment and culture, and identifying areas for improvement.

Exit interviews are best conducted face-to-face, with enough time reserved for the discussion. Here are some key steps:

Exit Interview Steps

- 1) Schedule in advance to give the intern/student an opportunity to prepare their thoughts and questions. Reserve enough time.
- 2) Avoid scheduling on the intern's last day to allow time to take action on issues that arise.
- 3) Conduct the interview in a private, comfortable and neutral space.
- 4) Explain the purpose of the exit interview.
- 5) Encourage the intern/student to be as candid as possible.
- 6) Inform the intern/student that you will be taking notes and that the information is only used to improve processes.
- 7) Listen actively.
- 8) Ask for any remaining questions or suggestions for improving the student program/processes.
- 9) Let the intern/student know that they are welcome to provide additional feedback later as well.

- 10) Conclude by thanking the intern for their time and honesty.

Exit Interview Questionnaire Model

This model questionnaire serves as a guide for conducting internship/study practice exit interviews. Created in Microsoft Forms, it can be easily copied and customized to fit the needs of your organization. The questionnaire is designed to be filled out by the supervisor, mentor, or interviewer during the exit interview process, ensuring a structured approach to gathering valuable feedback from departing interns/students.

[Exit Interview Questionnaire - Model](#)

This questionnaire model serves as a guide for conducting internship exit interviews. It can be easily copied and customized to fit the needs of your organization. Feel free to add, remove or modify the questions.

The questionnaire is designed to be filled out by the supervisor, mentor, or interviewer during the face-to-face exit interview process, ensuring a structured approach to gathering valuable feedback from departing interns.

General information

- 1) Name of the intern:
- 2) Internship starting date:
- 3) Internship ending date:
- 4) Main work tasks:

Recruitment process

- 5) How was the recruitment process in your opinion? Were some aspects handled particularly well? Could anything have been done better? Do you have any other comments related to the recruitment process?
- 6) How well did the information in the job posting match reality, in your opinion? Was there any essential information missing from the job posting? Was there anything that came as a surprise?

Orientation/Onboarding

7) Did you find the orientation/onboarding sufficient and clear (covering both general and role-specific information)? Was there anything you felt was missing? Were some aspects handled particularly well?

Supervision, support, mentorship

8) How would you describe the supervision and support you received during your internship? What worked for you and what could have been different?

Work tasks and responsibilities

9) Were the actual work tasks/assignments what you expected them to be?		
<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Somewhat

10) How would you rate the level of responsibility you were given in your work tasks/assignments?				
<input type="checkbox"/> I wish I had a lot more responsibility	<input type="checkbox"/> I wish I had a bit more responsibility	<input type="checkbox"/> The level of responsibility was just right	<input type="checkbox"/> I wish I had a bit less responsibility	<input type="checkbox"/> I wish I had much less responsibility

11) Were there something surprising related to work tasks/assignments? Do you have any other comments related to the responsibility you were given?

12) What were the most valuable (learning) experiences during your internship? What kind of work-life skills have you gained?

13) What was the part of your internship that provided the most challenge?

14) Were there any areas/work tasks/assignments during your internship where you felt you needed more support, training, or guidance? Is there something you would have liked to learn but didn't have the opportunity or sufficient support for?

Work community

15) Did you feel that you became part of the work community during your internship?

<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Partially	<input type="checkbox"/> I can't say
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16) What do you think were the aspects that helped you become, or not become, part of the work community?

Working time and remote work

17) How did you perceive the work schedule arrangements during your internship? Did you face any challenges related to them? Do you have any other thoughts about the work schedule arrangements that you would like to share?

18) How did you perceive remote work during your internship? Did you encounter any challenges related to it? Do you have any other thoughts about remote work that you would like to share?

Wrap up

19) Are there any other aspects that you think should be improved in the internship process for future interns?

20) Are there any aspects of the internship or our operations in general that you would particularly want to hold on to?

21) Do you feel that the internship will be beneficial for your future studies and/or career path?

22) Something else you would like to say?

Feedback Questionnaire Template

The *Feedback Questionnaire Template* is an anonymous tool designed to collect feedback from departing interns or students to identify areas for improvement and enhance future internship or study practice processes in an organization.

Feedback Questionnaire Template

The purpose of an internship/study practice feedback questionnaire is to gather feedback from departing interns/students about their experience with the organization. The collected feedback can be used to identify areas for improvement and refine the processes for future interns/students.

This Feedback Questionnaire Template is anonymous.

TEMPLATE - Feedback Questionnaire

1) How would you rate your experience in our organisation?



2) What were your most significant learning experiences? What would you have liked to learn more about?

3) What would have made your experience more enjoyable?

4) Please respond to the statements below.					
I received proper and sufficient orientation/onboarding.	<input type="checkbox"/> Fully disagree	<input type="checkbox"/> Somewhat disagree	<input type="checkbox"/> I can't say	<input type="checkbox"/> Somewhat agree	<input type="checkbox"/> Fully agree
I received sufficient support and guidance.	<input type="checkbox"/> Fully disagree	<input type="checkbox"/> Somewhat disagree	<input type="checkbox"/> I can't say	<input type="checkbox"/> Somewhat agree	<input type="checkbox"/> Fully agree
My tasks and assignments met my expectations.	<input type="checkbox"/> Fully disagree	<input type="checkbox"/> Somewhat disagree	<input type="checkbox"/> I can't say	<input type="checkbox"/> Somewhat agree	<input type="checkbox"/> Fully agree
I felt that the work I did was meaningful.	<input type="checkbox"/> Fully disagree	<input type="checkbox"/> Somewhat disagree	<input type="checkbox"/> I can't say	<input type="checkbox"/> Somewhat agree	<input type="checkbox"/> Fully agree

- 5) How would you improve the guidance or onboarding/orientation process?
- 6) Are there any aspects of our operations in general that you would particularly want to hold on to?
- 7) Something else you would like to say?



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