The Implementation and Evolution of the Honours Internship Programme in the Department of Information Systems at Rhodes University

L. Palmer

Rhodes University

l.palmer@ru.ac.za

D. Sewry

Rhodes University

d.sewry@ru.ac.za

The Implementation and Evolution of the Honours Internship Programme in the Department of Information Systems at Rhodes University

ABSTRACT

This paper describes the establishment and evolution of the Internship Programme run for the Honours students by the Department of Information Systems at Rhodes University. The opportunity to initiate this programme arose with the intention of adding value to the Information Systems Honours Programme. The Internship Programme has completed six successful iterations. During this time, problems identified include the timeous placement of students and payments from participating organisations, inappropriate nature of the tasks carried out, by the students, at the various organisations and inadequate methods of assessment. These problems have mostly been resolved. Achievements include successful placing and subsequent employment opportunities as well as improved relationships between the Department and its Industry partners. The educative value of the Internship Programme has proved to be invaluable

1. Introduction

An Intern is defined as a graduate or an advanced student receiving supervised training in a hospital and acting as an assistant physician or surgeon. (Oxford Dictionary, 1988). Internships have evolved to include other disciplines and internship programs have been implemented by a variety of professional disciplines across the globe. Students may think of internships as a way of acquiring professional skills while earning some money in the process. Employers often view the Internship process as a potential recruitment tool and therefore the interns are worth cultivating. While internships give students an opportunity to learn valuable skills which often translate into full-time employment, they also provide employers with the perfect avenues to test a student's contributions in the workplace.

This paper offers brief discussion of internships and gives the reasons for establishing the IS Internship Programme. The introduction, aims, outline of the programme and the nature and number of participating organisations are discussed. The implementation and assessment procedures for the programme are clearly explained. Benefits, problems encountered and opportunities are discussed. Finally, the company and student feedback is analysed. The appendices include the Internship Guidelines and Assessment Forms, as well as a summary and extracts of the completed assessment forms from the 2005 Internship Programme.

2. Internship Programmes

Several papers which have been published in recognized journals discussing aspects of successfully implemented internships in a variety of disciplines.

Thompson (1950) discussed the advantages of internship training from the viewpoint of students and the employers, within the Accounting practice. Samuel Moore (1967) made an observation that other professions use the (internship) technique which provides a bridge between study and practice and that it modernises the training programme. More recently, Jerry Neapolitan (1992) alleged that the rigorous examination of the internship process is needed to discover not only the benefits derived by students but also whether those benefits are greater than alternative uses of the time and energy spent by students. Junaidi (2006) reporting on a seminar run by K Siswanto, stated that concern had been shown regarding students not taking the opportunities offered to them in the way of Internships. Siswanto is believed to have affirmed that students often do not want to participate in Internship Programs because they do not get paid.

3. Motivation of the Internship Programme

In 1999, the mission statement of the Department of Information Systems included a declaration of intent to shape the Department into the best Information Systems Department in the country. One suggestion to achieving this goal was to attempt to add further value to the courses run by the Department. The Honours programme, which is seen as the flagship course in the Department, is the ideal vehicle to implement value added features. Rhodes University is relatively isolated, and the honours students' contact with Industry is confined to a one week Industry visit to Johannesburg or Cape Town, and several presentations during the year by Industry partners. It was believed that an Internship Programme would provide these students some extra contact with Industry, and include a growth experience for the participating students.

4. Aim of the Internship Programme

The aim of the Internship Programme is to expose IS Honours students to the working environment, which will add value to their academic experience. Students are exposed to the skills and attitudes required in the work place, and the internship experience also enables the students to make informed choices during their job search, which typically takes place during the latter half of their busy academic year. After being initiated into the organisation, students

are typically expected to work on real projects, and get very involved with the work. Some organisations create special in house projects for the students to get involved in.

5. Outline of the Internship Programme

The Internship Programme is designed to run over a four week period during the University vacation in June/July. Participating organisations host honours students to work in their environment for the specified time.

Approximately ten organisations host between one and seven students each. A member of staff from the Department at the University is assigned the role of Internship Facilitator and is responsible for arranging and coordinating the Internship Programme. Each student is assigned to an organisation by the Internship Facilitator. The organisation assigns a mentor for each student within the organisation. The interns are typically involved in projects within in the organisation at different levels of involvement, depending on the policy of the hosting company.

The cost of the Internship Programme is agreed upon by the Internship Facilitator and the participating organisations. These costs are paid to the University in the form of student bursaries, which the students receive before the commencement if the Internship period.

An assessment is carried out, by the Internship Facilitator, for each intern during the last week of the programme, at the organisation.

The organisations participating in the programme include; Accounting Practices Banking organisations, Government Institutions, IT Consulting Companies, Mining Industries, Motor Industries and Service Organisations.

6. Introduction of the Internship Programme

Once the decision to introduce the Internship Programme was made, an exercise was undertaken to gather information regarding Internship Programmes. Guidelines for the proposed Internship were developed with the help of the Human Resources director from an Industry Partner, who was known to have previous experience in this field. The Human Resources director of another Industry Partner, who had also shown an interest in the project, arranged a meeting for the Rhodes Internship Facilitator with other interested parties resulting in some modifications to the original document. The guideline document was accepted by the Department of Information Systems and the pilot project was approved. In January 2000, four organisations agreed to host students for this first trial of the Internship Programme. The

feedback from the hosting organisations', was very positive, and the Department decided to extend an invitation to more organisations to host interns in 2001.

7. Implementation of the Internship Programme

In February each year, organisations are invited to participate in the Internship Programme for the current academic year. Company Internship Guidelines (**APPENDIX A**) are sent to each of the organisations. The current IS Honours are given the Students Internship Guidelines (**APPENDIX B**) and are invited to apply to participate in the programme. When students apply, they are required to provide a short Curriculum Vitae (CV) and their academic transcript to the Internship Facilitator. It is necessary to ensure that there are enough places available for the number of students who wish to participate.

The specific placement of each student into an organisation has to be initiated. Several factors need to be considered during this stage;

- Logistics of student accommodation and travel have to be taken into account as it is considerate to place students in an internship that facilitates easy travel and accommodation arrangements. Students hosting fellow student interns are often placed at the same organisation, or at organisations that are in close proximity to each other.
- The Internship Facilitator attempts to match the student skills with the organisation requirements.
- Organisations that use the Internship process as part of their recruitment process, like to have a copy of the student CV and request interviews with students, before offering them an Internship place. (This practice is discouraged, as it prolongs and complicates the entire process.)

Once a student has been placed with a company, the student is "introduced" to a contact person at the hosting company and is encouraged to forge a strong relationship with the hosting company, which facilitates an easier reception for the internship period. The student will be given an indication of the nature of the project that he/she will be involved in. Before leaving for the programme, the Internship Facilitator tells the students what might be expected from them, and they are given copies of the Assessment Forms which include the "Company Assessment of Student" (**APPENDIX C**) and the **"**Student Internship Assessment" (**APPENDIX D**), which will be completed by the mentor and the intern during the last week of the programme.

The organisation would be expected to develop a formal induction programme which is usually shorter than the normal programme undertaken by full-time employees and could include the following:

- Overview of the company
- Products
- Company policies that are specific to the intern
- What is expected from them during the internship period

The orientation period is an excellent opportunity for the supervisor to discuss performance expectations, as well as the type of work that the intern will be involved in, which provides the intern with goals and direction.

The supervisor or mentor would be expected to give the intern a tour of the company and introduce the intern to his/her co–workers as well as to explain the responsibility of each staff member, which gives the intern a sense of belonging.

During the last week of the internship period an assessment is carried out by the Internship Facilitator from Rhodes University during a scheduled visit.

8. Assessment of the Internship Programme

Assessment is carried out by the mentor, the intern and the Internship Facilitator.

The mentor and intern are each given an assessment document (**APPENDIX C & APPENDIX D**), which they are required to complete at the end of the Internship period.

a. The Assessment from the mentor attempts to obtain information regarding the:

- Description of the type of work that is carried out by the intern.
- Tasks that the interns carry out and the mentor rating which is given to the student for each task, by the mentor
- List of competencies which are rated
- Perceived strengths and "areas for development" of the intern.

These categories were chosen in order to ascertain the nature of the work that is done during the internship period, whether the students were able to perform in a satisfactory manner, and as a method of feedback to the students after the Internship period is complete.

b. The student Assessment form (**APPENDIX D**) is completed by the student after the internship period and ascertains from the student perspective the description of the type of

wok carried out, the tasks that were expected to be completed, and an open format for personal reflection and any other comments that the student swishes to make.

c. The Internship Facilitator visits each organisation and holds meetings with the organisations' contact person(s), the mentors and the interns. The Internship Facilitator discusses all the issues covered in the two assessments documents as well as issues that may have arisen regarding the planning and the actual process.

Once completed the assessment forms are analysed by the Internship Facilitator. Information from the analysed assessment forms and information gathered during the interviews are summarised into a report which is fed back to the hosting organisations and students.

9. Benefits and Opportunities of the Internship Programme

Running a successful Internship Programme demands detailed planning and commitment from the Internship Facilitator and the hosting organisation.

9.1. Benefits for the Hosting Organisation

- Internship Programmes are an effective way for organisations to pre–screen, evaluate and recruit employees.
- Hosting Organisations offer full time employment to their interns without going through employment agencies. (In 2005, 14 of the 28 interns from the programme were employed by their hosting organisations).
- Interns are an excellent resource for special projects during the programme.

9.2. Benefits for the Students

- The knowledge and skills gained by interns during their internship enable them to begin employment at a higher level of responsibility than inexperienced graduates.
- Students are exposed to industry in a relatively protected manner.
- Students, having completed the internship programme, can place theoretical concepts learned, in a much better context.
- With an organised Internship, the students do not have the trouble of planning their own Internship.
- Students are exposed to the work environment which leads to employment and personal growth opportunities.
- Students are more competitive during graduate placement.

- The Industry field trip has become more beneficial and meaningful to students since the Internship Programme began. The organisations are more in tune with what is expected from the visit during the field trip, and students are more informed.

9.3. Benefits to the University

- The Internship process facilitates a good relationship between the University and the hosting organisations.
- The Internship has marvellous exposure to Industry and is able to keep more up to date and informed about recent events and new innovations in the working world.
- The relationship between the University and the Department Advisory Board members has strengthened due to the Internship Programme.

9.4. Opportunities for Rhodes University

- Marketing opportunities for the Department are immense.
- Several of the organisations are committed to the future growth of the students in the Department and are offering bursaries and funding to students and the Department.

10. Problems encountered (concerns) and solutions provided

- Costs have been overcome by organisations contributing/donating, a fixed amount to the University, which is used to fund the student interns.
- The Internship Facilitator is not able to visit all of the Interns. A telephone interview with each intern mentor is arranged with the organisations that are not visited.
- During the first few years, the process took long as email response was not always successful. The process is started earlier, and unanswered emails are with followed up phone calls.
- Each company views the Internship Programme with a different agenda. The organisations that perceive the process as part of their recruitment, typically like to see several CV's and also interview the students. This delays the process causing stress for the students and the Internship Facilitator. This problem has not been totally overcome, although most organisations are untroubled with students being placed by Internship Facilitator. The organisations' who still like to choose are encouraged to speed up their process.
- Where the agenda of the company is mainly that of recruitment, there is often a reluctance to host foreign students. Fortunately, this is limited to the minority of the participating organisations and all foreign students have been successfully placed in the past.

- A change of contact person at the hosting company can sometimes hinder the process, as the previous contact person would have been familiar with the process. The guidelines have been revised several times in order to make the process easier to understand and the process is started earlier to accommodate this problem.
- Many students do not live in the area of their hosting organisation and it is stressful for these students to arrange their own accommodation and travel plans. This problem has not been solved entirely, and it is left to the students to make their own plans. However the placement of students is carried out with this problem in mind.
- Constraints are imposed on some organisations that are only prepared to host BEE candidates. If there are any BEE students available who are happy to work at these organisations, they are placed there.
- The nature of the work and task that students are expected to carry out is sometimes not appropriate. Meetings with the mentors at the organisations and feedback, is helping to alleviate this problem.

11. Statistics

The number of students participating in the Internship Programme has steadily increased since its inception in 2000. The record number of interns was in 2005 when all of the students registered for Information Systems Honours, including the joint honours students, participated in the programme. In 2006, the total number of students registered for Information Systems Honours has decreased, and 3 of the students have chosen not to participate in the programme.

Student and Company Participant Numbers								
Description	Year	2000	2001	2002	2003	2004	2005	2006
Number of students registered for 100% & 60% IS Honours		16	16	23	20	23	25	19
Number of students registered for 40% IS Honours		10	24	17	9	5	8	1
Participating Interns		4	14	14	19	21	28	18
Participating organisations		4	9	7	7	9	11	8
Advisory Board organisations		4	8	6	7	8	9	8

Table 1: Numbers of Internship Students and Hosting Organisations

11.1. Participating Organisations

Many of the organisations that host students for the Internship Programme are members of the Department of Information Systems Advisory Board. Other organisations are also approached to host interns.

The organisation/company categories of the participating organisations include:-

- Accounting Practices
- Banking organisations,
- Government Institutions
- IT Consulting Companies,
- Mining Industries
- Motor Industries,
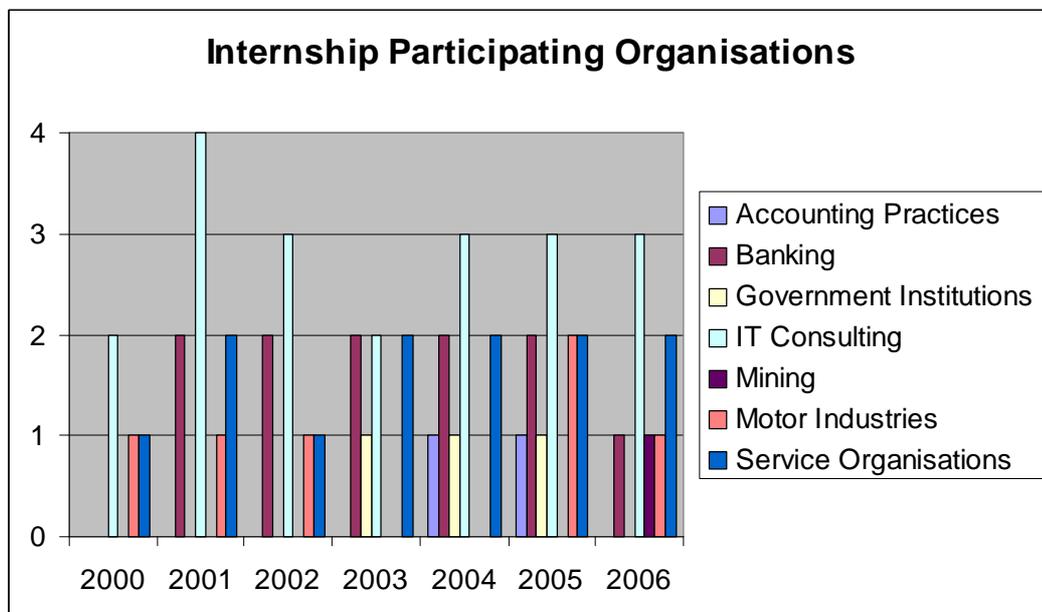- Service Organisation (Freight & Transport).

Table 2: organisations participating in the RU Internship Programme

12. Feedback from Participating Companies and Students.

The assessment form which is completed by the organisations and students gives an indication of the type of work and the tasks that are carried out during the Internship programme. The rating of tasks completed and competencies give a clear indication of the success of the project. **Tables 3, 4 and 5** below are summaries of the completed assessment forms from the mentors and students who participated during the Internship Programme in 2005.

12.1.   Description of the Type of Work

The type of the work carried out includes Analysis, Design, Development, Programming, Facilitation, Testing, Documentation and Training.

Some examples which have been extracted from some of the assessment forms indicating the "description of the work carried out during the Internship Period" are shown in the table in **APPENDIX E**.

12.2.   Specific Tasks Carried out

The tasks that are carried out by the interns are described and rated according to whether the interns met expectations of them. The ranking ranges from

"**1 - Did not meet expectations"   to "4 - Exceeded expectations."** Most of the student tasks have been ranked in the 3 and 4 range each year.

Table 3 below contains extracts of the tasks that were carried out by the students during their Internship Programme in 2005.

Extract of some task descriptions carried out by students in 2005
STUDENT 1 • Gain understanding of XML and XML Schemas through self-study. • Modify XML messages according to test scripts. • Insert formatted XML messages into Java class. Compile and execute. • Perform comparison analysis on messages. • Analyse errors, providing possible explanations. • Re-test until successful.
STUDENT 2 • Assisting with Client Presentations • Documentation (Gap Analysis and Project Definition Report) • Note taking and drafting of Minutes • Business Process Models • High-level Overview Diagram • System Testing
STUDENT 3 • Analyse the results of "the clients" customer survey results and producing trend graphs which then had to be interpreted. • Supporting the other project resources with compiling presentations and supporting documentation for the Benefits Realisation initiative. • Assisting the benefits realisation team in presenting the Benefits Realisation outcomes to key "Client" personnel • Reviewing the Benefits Realisation project deliverables for completeness, quality, and compliance with established project standards. • Many others……

STUDENT 4
• Assisting with Client Presentations
• Documentation (Gap Analysis and Project Definition Report)
• Note taking and drafting of Minutes
• Business Process Models
• High-level Overview Diagram
• System Testing

STUDENT 5
• Analysis of requirements for Image Conversion system
• Design of Image Conversion System
• Development of Image Conversion System
• Communication with stakeholders
• Testing
• Documentation

Table 3: Extract of task descriptions carried out by internship students in 2005

12.3.   Competency Rating

A competency list is provided in the assessment form for the mentor's to rank in the same manner as the task performance. The ranking starts at "1 Did not meet expectations" to "4 – Exceeds expectations". The fifth column is an indication where the mentor can indicate that a rating is not applicable in that instance.

Table 4 provides a summary of the mentor assessment of the students for the 2005 Internship Programme. The categories for which they were rated can be seen on page 3 of the Assessment form, shown in **APPENDIX C**.

The competency of the students' was rated in 16 categories.					
Competency	Did not meet expectations	Partially met expectations	Met expectations	Exceeded Expectations	Not applicable
TOTAL	**0**	**3.4%**	**38.8%**	**54%**	**3.8%**

Table 4: Summary of assessment forms from the 2005 Internship Programme

12.4.   General strengths and areas for development of the students

An opportunity for the mentor to facilitate constructive feedback to the student includes a form with two blank columns in which the mentor can indicate perceives strengths and areas for development of the intern.

Table 5 included a summary of some of the "Strengths" and "Areas for Development" of the students as perceived and noted by the mentors of the students who participated in the 2005 Internship Programme.

Strengths	Areas for Development
• Drive, attitude with enthusiasm and zeal. • Punctual and professional. • Ability to take instructions and work. • Good Communication skills • Interpersonal Skills/ Social Skills • Independent Thinker • Responsible • Analytical and Good Research Abilities • Strong Technical Skills • Interest in the organisation as a whole • Ability to work independently but ask for direction when required. • Shows initiative & Willingness to learn • Dedication to delivery, hardworking • Friendly, Helping others in achieving a goal • Confident, flexible • Attention to detail, standards and quality • Not afraid to ask questions • Application of theory to practice (HCI) • Not afraid to raise new ideas. • Analysis of business processes • Well received by clients • Very proactive and shows lots of initiative. • Hard-working and Diligent • Good Time management	• Needs to come out of "shell" and make contact with senior management as opposed to only communicating with his mentor, needs to break the barrier between himself and management • Needs more exposure to IT avenues such as Governance. • Communication Skills • Should try to be more vocal/visible. • Business Process Analysis • Team Work • Training Users • Technical Analysis • More technical orientated test cases • Programming • Could have been more vocal in meetings in terms of sharing ideas. • Reading an audience • Synthesis of many points into a few coherent suggestions. • Could volunteer more of (his) ideas • Increase in confidence

Table 5: Summary of the general "Strengths" and "Areas for Development" of the students

12.5. Student feedback

Students are also given the opportunity to assess the value of the Internship programme. A summary of comments by the students regarding the Internship Programme in 2005 is attached as **APPENDIX F** of the document.

13. Concluding Remarks

The implementation of an Internship Programme is not a trivial exercise. The planning, placing and coordination of the programme takes time and effort. The organisations' and students' needs have to be accommodated, which needs a great empathy and understanding of various aspects. Despite problems encountered, which include administrative as well as the

actual internship process, with perseverance and the willing participation of hosting organisations, the programme can be run very successfully. The process is ongoing, with new host organisations continually being sought, as some of the organisations discontinue their participation in the process. Every year new problems are encountered, and solutions sought. The evolution of this programme has been a fascinating exercise, and much has been learned about organisational skills and understanding of people during the process.

Reference List

Junaidi, A. (2006) "Want a good job? Get an Internship!" The Jakarta Post, Jakarta Copyright 2006, February 2006, Page 10

Moore, S A. (1967) "Who Expects What from the Internship?" Peabody Journal of Education, Vol. 44, No.5. pp.279-281

Neapolitan, J. (1992) "The Internship Experience and Clarification of Career Choice", Teaching Sociology, Vol. 20, No 3. pp 222-231.

Oxford Dictionary (1988) Readers Digest Illustrated Oxford Dictionary, ISBN 1-874912-84-X

Thompson, D W. (1950) *Internship Training Programs* - The Accounting Review, Vol.25, No. 4. pp 395-401.

APPENDIX A
Copy of the Internship Guidelines for Organisations

APPENDIX B
Copy of the Internship Guidelines for Students

APPENDIX C
Copy of the Internship Assessment form for mentors to complete

APPENDIX D
Copy of the Internship Assessment form for students to complete

APPENDIX E
Examples showing the "description of the work carried out during the Internship Period"

Description of the work carried out during the Internship Period
Analysis: - Desk Top Alert, CRM system   - Analysis of one of our credit card processes was required prior to the interns designing and developing a solution to cater for our needs. Analysis was also conducted in our Call Centre which aided test cases that the interns wrote for new functionality of one of our (already developed) applications.   **Design:**   - Implement a formal internal ICT Governance Process (including templates),   … involved in the planning and designing of a knowledge transfer analysis tool, developed in MS Excel.   - The interns were required to design a solution to our problem at the time of not being able to know at any point in time how many credit cards were ready and waiting to be dispatched and how many had actually been dispatched.   **Development**   - Developing an input mechanism to add new respondents to a skills matrix, allowing for the continuous use of the tool over time.   **Programming**   - Intricate programming from the enhancements of the system point of view. A proper enhancements document was given to "the intern" to adhere to.   - Part of the system's required programming in the form of Visual Basic Macros performing functions on Excel spreadsheets.   **Facilitation**   - Setting up sessions to discuss feedback on tasks as well as developing presentations to team members.   **Testing**   - Unit testing of pieces of code carried out by the intern.   - Extensive test cases were written for new functionality of our Credit Card confirmation application. In addition to this all of the functionality covered in the test cases was tested by the interns.   **Documentation**   - Deliver a white paper on the use of natural voice technologies,   - Assisting in compiling the benefits realisation presentations as well as related documentation.   - Compiling a presentation to share the outcomes of the knowledge transfer analysis and adding input to the detailed knowledge transfer report.   - Documentation was required for everything that the Interns' worked on and included: - Test Cases   - Process Maps   - Training Manuals   - User Manuals   - A Specification for the system they developed   **Training**   - The Interns were asked to train one of our clients, in two new functions of our Credit Card confirmation application. In addition to this they also trained our internal users in our call centre.   **Other:**   - Generate system report for Clients, and capture Share Trust Journals for MIH

Research and propose a design of a TPD Research Library

APPENDIX F
Summary of assessment forms from the 2005 Internship Programme

Extract of student feedback - Personal Reflection (Student 1)
One of the key learning points that my manager highlighted to me is that I tend to do my work without much feedback given to my manager on my progress. Although I met my deadlines, she would have liked it if I reported to her more often. It was interesting that she pointed this out because this is a habit I developed from my previous work experience, whereby we were assigned tasks and we were required to work on them and simply produce a deliverable. I didn't see the need to keep reporting back.
Any other general comment on the Internship Experience.
The most important lesson I learned from my internship is that your career is unlike school or varsity in terms of being assigned work that is clearly defined and planned out. It is purely up to you as an individual to chase the career path that you want. This entails speaking to your managers and making sure that they expose you to the wealth of experiences that you want for your career. I learnt this because my manager was so busy doing her job that I had to chase her for work, and explain to her what it was that I was hoping to achieve from the internship. In addition to that, I learned the importance of change control, especially in an organisation such as **xxx**. …………………… It was seriously an eye opener for me and an invaluable experience.
Personal Reflection (Student 2)
IT Governance – this was interesting as we have not learnt much about IT Governance in any of our course modules Voice Technologies – enjoyed finding out the potential of voice technologies and how it can benefit businesses. I didn't know much about voice technologies before I did this paper – so found it extremely interesting and beneficial Call Centre – I was completely oblivious to how the company actually operates, so my visit to the Call Centre really put everything into perspective. I got to see how operators interact with tax payers and saw the systems that are currently in use I learnt to think on my own – normally at varsity specific outcomes are given to you, whereas on internship I could deliver whatever I saw fit. This was difficult at first but then I grasped it in the end. Interacting with people of a different age group and experience level – I enjoyed getting a different perspective on thinking and the way things are usually done. Adapting to a corporate culture that is different to what I am used to at varsity.
Any other general comment on the Internship Experience.
WOW!!! What a fantastic experience. I am so grateful that we were given the opportunity to do an internship. I learnt so much and did things that I never knew I could do (writing a White paper, the thought of writing one scared me, didn't think I had the potential). **xxx** is such a great company to work for – its totally different to what one expects. I felt I was one of "them" when I was there.

Personal Reflection (Student 3)
Learnt general office politics. Learnt that sometimes people resist change even if it will make their jobs easier (this was with regards to creating a macro library that would have made things easier, but perhaps would have cut down on billable time). Experienced office camaraderie. Experienced a really good working environment. It is not what you know but what people think you know (according to my supervisor). I picked up the general principles of analytics quickly, which was encouraging There is sometimes a lack of understanding even by people who are experienced in what they do
Any other general comment on the Internship Experience.
There was a general resistance to some of the ideas that "we" came up with. I also do not think there is enough requirements elicitation or general efficiency in the way things are done. There appears to be a lack of understanding, which is passed onto new trainees. It appears that people do things because "that is the way they have always been done". Nevertheless it was a great experience, and one I thoroughly enjoyed. It was a fun department to work, although I think future internships should perhaps be more involved in the risk management side of things, as it appears to be more suited to the IS degree. Overall, it was a worth while internship, and gave me insight into the industry.
Personal Reflection (Student 4)
An overall understanding of how a big financial company works, and how IT enables such a business. What we learn and practice at university is used in the business environment – such as use cases etc. In some organisations, business analysis and systems analysis are seen as two totally separate roles. I enjoyed watching and participating in the team, and experiencing the team dynamics. I thought it was a very valuable experience, and am very pleased that I was able to take part in such an experience.
Any other general comment on the Internship Experience.
I thought that it was a very good experience, and an awesome opportunity, but I also felt that "the organisation" didn't seem to have enough for us to do for the whole time that we were there. Our official task was the presentation, but that could have taken us 2 weeks. My mentor was very good and gave me things for me to do, but it was difficult sometimes as you don't always know the background detail, and they were pressurised with time constraints. You also don't want to seem like you're taking time away from their work. All the mentors took time to organise to show us the different parts of the organisation, which was very interesting and informative, but this was not scheduled into our internship.
Personal Reflection (Student 5)
SQL Server 2000, General corporate communication skills, Open source software, Web services, Documentation skills, Research skills
Any other general comment on the Internship Experience.
I thoroughly enjoyed the experience and I especially enjoyed **xxx**. It made me realise that we are actually ready to leave and start working next year which had always been a concern of mine. I would just like to take this opportunity to thank you again for organising these internships. I know it must have been hard work but I think that it is such a valuable experience that really stretches us while inspiring confidence.