

Exercise #1

Describe your first day, first week, at your placement. This journal will provide your instructor with a visual image of your placement environment, and the people with whom you work/interact.

Be sure, as much as you can, to name the people and give their titles. Describe the spot where you will be spending most of your time, e.g. do you have a desk, a phone, a window? Do you move around from place to place? Do you share an office, a desk, with other workers/interns? Etc., etc.

Some interns will have a great many people in their placement agency; others will have only a few. To the extent you can, name the people with whom you think you will have the most contact. Be sure to describe your supervisor.

More quickly than you think, you are going to start using the names of people in your journal. Unless you carefully “introduce” the instructor to your people, just as you were introduced to them, it will be difficult for him/her to read your journals and really understand what is going on!! The same thing goes for the physical setting. The instructor needs to be able to visualize where things are happening. “Walk your professor through” your agency/office/placement.

In conjunction with your field supervisor, please address the questions below in a narrative statement to be submitted along with your journal. The exercise is intended to focus your thinking about specific things that you hope to gain from the internship experience. Your supervisor should sign the paper that you hand in to the Intern Director.

- What academic or practical skills do you anticipate using or developing in your placement?
- What personal qualities – attitudes, behaviors, and so on – do you hope to use or develop?
- What specific tasks or duties will you perform in the internship that will aid in achieving the objectives identified above?
- Are there other specific professional or personal goals which you hope to achieve in the placement?

NOTE: There are two samples following this page to give you some idea of what others have done with their goals/objectives.

Goals and Objectives

1. To become more familiar with public sector administration.
 - a) By being exposed to the day-to-day operation of the 14A district court I hope to gain a better understanding of public administration.
 - b) Through my work experience as an entry-level employee two days a week I will become more aware of the feelings of those who work for the district court in non-administrative areas. By working in the administrator's office for the remaining time I will gain a better understanding of how administration functions in regards to its employees. Essentially I will be receiving two points of view, first the employees and then the administrators.
 - c) Through exposure to public sector accounting including work on revenue and budget reports, and by learning about relationships with high authority, such as elected officials, I hope to gain a better understanding of public budgeting procedure.
2. To become familiar with the legal aspects of the district court.
 - a) Through exposure to the criminal, probate and traffic divisions of the district court I hope to gain knowledge of the legal operations of the court that has the most contact with the public
 - b) By taking advantage of opportunities to sit in on various court proceedings I hope to become more aware of the affect of the court on the lives of the people who become involved with it.

1. Academic/practical skills
 - a) IBM computer skills typing desk manuals for all employees in the Township
 - b) Word processing skills using a new Panasonic typewriter
 - c) Use of office machines
 - d) Carrying out and following up on directions given to me
2. Personal qualities to use or develop
 - a) Dressing and presenting myself in a professional manner to maintain a good image for the supervisor
 - b) Developing interpersonal relationships with others
 - c) Observing management techniques
 - d) Use self-initiative; present my ideas and suggestions in a way that gain respect
 - e) Communicate effectively
 - f) Work efficiently without supervision
3. Tasks/duties to achieve objectives
 - a) Daily typing of correspondence and letters
 - b) Training on the IBM computer
 - c) Special projects given to me that are my responsibility to complete
4. Other goals
 - a) Meeting people that are doing things that influence my community and having them remember me later (after graduation) for a job placement
 - b) A way of earning income and satisfying my goal of interacting with local government
 - c) Actually seeing the day-to-day operation of a local government unit

Organization Chart Exercise #3

An organization chart is intended to show two things:

1. Division of work – what are the work units?
2. Levels of management – who is (supposed to be) whose supervisor?

It is the reflection of the “formal” organization. Other things are often hidden however: the informal organization, and degree of decentralization, as well as the locus of decision-making.

For your organization, prepare an organization chart for both the formal and informal organization, and write a brief narrative about how the informal organization differs from the formal.

Defending the Internship Exercise #4

Giving academic credit for internships is a relatively new practice in higher education. There are many schools that still do not do so, or do so under very restrictive circumstances, e.g. practice teaching for education majors. Even among those schools, like EMU and departments like our own Political Science Department, there are many faculty members who have grave reservations about the practice. They particularly fear that internships are “just jobs” and have no academic value.

Discuss your own internship placement and defend it against a hypothetical critic who would take the position that an internship has no academic value.

You may include in your argument things you think you have learned by attending the seminar and writing journal entries. Be sure to include academic learning, not just comments about how you have learned which career choices you want to make in the future.

Relate your “experiential” learning to your previous courses as much as possible, try to demonstrate what you have learned about the “theory/facts’ from coursework when you saw them in actual practice in the “real world.”

Resume Exercise #5

Prepare a complete and polished resume and cover letter that you would use for a job application in your chosen field. Include on the resume an entry that relates to your internship placement. Decide where you will place this entry (e.g. under education or work experience). Decide what skills you will emphasize, etc. You may want to discuss your resume with your internship supervisor for guidance. You may also want to consult Career Services in King Hall for suggestions.

All resume entries and the full resume will be discussed and critiqued for your benefit.

Evaluating the Internship #6

Write a longer than usual journal, summarizing what you see to be the most important learning experiences in your placement. A good place to start is the Goals and Objectives Statement submitted early in the semester. The instructor should return it to you at this time.

Ask yourself these questions: What have I learned? How have I grown/change? Did I achieve the goals/objectives I set out? If not, why not? Did they change? If so, why? How has the internship experience related to your previous academic work? How could this learning experience have been improved? What did you like most/least about the internship?

Be sure to answer the following: Would you recommend your placement to other prospective EMU interns? With any qualifications?