

SYLLABUS
MESSIAH COLLEGE INTERNSHIP PROGRAM
SPRING 2012

INTERNSHIP FACULTY ADVISORS

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INTERNSHIP PROGRAM MISSION AND GOALS

The mission of the Messiah College Internship Center is to honor God by educating students in self-directed learning, reflection, professional development, self-assessment, career exploration and faith integration and by serving as a contextual learning resource center for the communities we serve in the United States and abroad – students, faculty, site sponsors, and college/university internship professionals.

Internships represent a learning strategy that integrates practical work experience with a directed, reflective, academic component to help you develop personal, professional and academic competencies. The workplace will be your primary textbook and laboratory to begin understanding the professional world; however, you will need to go beyond the common experiences of an employee. Study, critical thinking, reflection, theoretical and/or conceptual exploration must supplement your work experience to help you develop new skills and knowledge.

A primary and fundamental goal of the Internship Program is to introduce you to, and to help you develop, the competency of self-directed learning. This will likely be a very different learning experience than what you have encountered thus far in your educational career. At times, it will be very difficult, but we believe it will be a rewarding and beneficial educational experience in preparing for your career. We are committed to helping and supporting you in this new learning endeavor. The other goals of the internship program are for you to develop in the areas of professional development, self-assessment, career exploration, and faith integration.

INTERNSHIP REQUIREMENTS & GRADING

Required field guide – *InternQube: Professional Skills for the Workplace*. It may be purchased in the Textbook Express. The book will be referred to as “IQ” in the syllabus.

| Requirement/Activity | INTE 394 | INTE 395 |
|---------------------------------------------------------------|-----------------|-----------------|
| Learning Objectives, Attendance, Interaction, and Assignments | 55% | 55% |
| Work Performance/Employer Evaluation | 20% | 20% |
| Masterwork Portfolio | 25% | 25% |
| | 100% | 100% |

CLASS SCHEDULE / ASSIGNMENT CHECK LIST

All classes will be held in Boyer 131

FEBRUARY

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COMBINED CLASS – Orientation

- Avery sheets handed out for Professional Card
- Read IQ - Making The Most of Your Internship
- Read IQ - Risk Management and Awareness
- Read IQ - First Impressions
- Read IQ - Processing Your Experiences
- Following completion of the above items, email your Internship Faculty Advisor (IFA) stating: "I have read and understand all materials as assigned." Also, include at least one tip from the readings which you found useful.

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- Email your IFA - Job Description and rough draft of your Learning Objectives as attachments
- Read 12 Essential Competencies for Success (background for first paper due next week) Find it at: http://www.messiah.edu/external_programs/internship/student/seminar.html
- Read IQ - The New Standards
- Read IQ - Email Etiquette
- Read IQ - Phone Etiquette
- Read IQ - Communication-Oral

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- Read IQ - Professional Card
- Read IQ - Networking and Networking: The Art of Mingling
- Drop off your Professional Card in the Internship Center
- Email your IFA - Reflective Paper #1 - Identifying and Developing Competencies

394

- Response #1 - Email to your Internship Faculty Advisor (IFA) answering these questions:
 - What steps will you take in the next seven (7) days to network with one other professional at your site?
 - Who is it?
 - Where do they work (department)?
 - Why did you select him/her?
 - When will you interview them?

 - What steps are you going to take in the next 21 days to network with two professionals outside your site?
 - How are you going to identify them?
 - What type of professional role are you interested in exploring?
 - By what date do you plan to interview them?

This information, along with your follow through with the interviews, will assist you in preparing for Response #3, due March 27.

395

- Online Class - Networking and Personal Introduction (due Feb. 23 by 5 p.m.)
 - o Personal Introduction - Email to IFA
Write it as if you are speaking it - State your name, college, major, the organization and city where you are interning, and one or two projects on which you are working, or your area of interest.
 - o Networking - In today's job market, hiring managers consistently tell us 70% of the job market is a hidden job market. This means job opportunities, both in non-profit and for-profit organizations, are primarily discovered through networking, not through job postings in the newspaper or online.

Besides thinking of networking only as a means of securing a job, it can also be a great learning tool to learn about yourself and the types of positions with which you resonate. Building

relationships with others can assist you in terms of professional support and feedback during challenging times. This can also serve as a vehicle for establishing a connection with a mentor.

To assist you in thinking about networking and establishing your own network, please go to: http://www.quintcareers.com/career_networking_articles.html

1. From the list of articles, select one and read it. (Of course, you may find other articles interesting to read as well).
2. Email your Internship Faculty Advisor a summary and personal reflection of the selected article and what this means for you in terms of your own networking. Elaborate on how you have networked in the past and how you plan to implement, or sharpen, your networking skills this semester. Also, if you were teaching the Internship class, what suggestions would you provide your classmates on how to network?
3. In your response please mention the specific article you read.

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- Revised Learning Objectives - signed and dated by both you and your site supervisor
 - o Keep the original for your Masterwork Portfolio
 - o Give one copy to your site supervisor
 - o Drop off one copy in the Internship Center for your IFA
- Read IQ - Organizational Culture
- Read IQ - Understanding and Working with Your Supervisor

394

- Response #2 – Email to your Internship Faculty Advisor (IFA) answering these questions:
Based on the chapter in IQ, what are the characteristics of your organization’s culture?
What do you appreciate or dislike about those characteristics?

395

- Online Class - Supervisor and Co-Workers
 - o IQ - Blournal - email answers to your IFA for questions under Supervisor’s Priorities, Supervisor’s Quality and Style, and Supervisor’s External Influences

MARCH

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- Email your IFA - Reflective Paper #2 - Career Exploration

395

- Spiritual Encounters in the Workplace / Developing Creativity
- Read IQ - Intuition
- Read IQ – Creativity

13 SPRING BREAK!

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COMBINED CLASS - Job Hunting Skills / Resume Writing / Interviewing Tips

- Email three (3) Digital photos to InternCtr@messiah.edu
- Bring updated resume to class for exchange and review
- Read IC Website - Behavioral-Based Interviewing, and After the Interview
- Read IQ - Virtual Meetings
- Read IQ - What To Do When You Make Mistakes

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- Response #3 - Refer back to your assignment for Response #1 and send your IFA your responses to the following questions for all three interviews (one internal professional at your site and two professionals outside your internship):
 - Who did you interview and why did you select them?
 - What did you learn about their professional roles?
 - What career-related advice did you receive?
 - How did the interview impact your next steps for another internship or entry-level job?

395

- Professional Etiquette Dinner - Private Dining Room (second floor of Eisenhower)

APRIL

3 395

- Personal Branding and Masterwork Portfolio Development
-

10 395

- Online Class - Graduate School Options and Preparation - follow emailed instructions
-

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- Email your IFA - Reflective Paper #3 - Executive Summary

395

- Online Class - Watch information speech video and analyze. Email analysis to IFA.
-

16-20 394 & 395

- Present Masterwork Portfolio to your Site Supervisor
-

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COMBINED CLASS - Evaluating Job Offers and Benefit Plans

- Turn in Masterwork Portfolio to the Internship Center
- Read IQ - Transitioning to Employment
- Read IQ - Ending Well
- Complete the following relocation assignment and bring it to class:
 1. Choose a city in which you would like to live and work.
 2. Go to - http://swz.salary.com/costoflivingwizard/layoutscripts/coll_start.asp
 3. Enter \$30,000 as your current salary.
 4. Then enter your desired city information. Use Harrisburg, Pennsylvania as your Present Location. It will calculate your current living expenses compared to those in the city of your choice (New Location).
 5. Print out the calculation information (cost-of-living and salary comparisons).
 6. Do not complete the "Are you worth _____?" section.
 7. Put your name and box number at the top of the printout.
 8. Next go to: http://www.homefair.com/find_a_place/calculators/salarycalc/
 9. Follow the instructions.
 10. Print out the calculation information for the specific entry-level job you are seeking for the city in which you would like to relocate. This will provide helpful information as you pursue employment.
 11. Put your name and box number at the top of the printout.
 12. Staple the two sheets together and turn them in at the end of class.

MAY

1 395

- Persuasive Speech - Last Class

Purpose

To present yourself and your internship as if you were at a job or graduate school interview. You are to persuade us to hire you for a job or to admit you to graduate school.

Procedure

You may choose the type of organization for which you are interviewing (e.g., as a history major you may wish to imagine us as representatives of the executive director's office for a museum, or as a psychology major you may wish to imagine us as a graduate school admissions committee). Before you begin your speech, identify the position and organization.

You will have five minutes to speak. Describe the skills (either discipline specific and/or transferable) you have acquired and give specific examples that communicate how you acquired them. Speak about your new skills and how they will be helpful to the organization or assist you in graduate school. Please feel free to use your portfolio, but only as a supplement to your

speech. Do not page through it or describe each section. Use it, for instance, to highlight one of your skills.

If you need clarification or assistance with this assignment, please contact your Internship Faculty Advisor. A rubric is attached at the end of this syllabus, so you understand how you will be graded. Remember to use what you learned about yourself from the video of your first speech.

INTERNSHIP CLASS

The Internship classes are designed to bring you together with interns from various disciplines to process and reflect upon what you are learning and experiencing at your internships. Attendance and participation are mandatory and will be considered as part of the overall grade for the internship.

Assignments

All assignments should be no greater than 1.5 line spacing and will be graded on spelling accuracy and grammar, as well as the other items mentioned in their respective descriptions later in the syllabus. Assignments will drop one full letter grade for each day they are late. All assignments, except the Masterwork Portfolio and Professional Card, are to be emailed to your Internship Faculty Advisor as Word attachments. Your name and Course Number must be in the upper right corner on all assignments.

Americans with Disabilities Act

Any student whose disability falls within ADA guidelines should inform the instructors at the beginning of the semester of any special accommodations or equipment needs necessary to complete the requirements for this course. Students must register documentation with the Office of Disability Services.

Digital Device Policy

When meeting face-to-face, the Internship Class is a digital device-free zone. Cell phones and other digital devices, including computers, are to be turned off and stored out of sight. This policy is in place to keep you, your fellow students, and faculty from being distracted from the subject matter and class interaction. Failure to do so will result in a failing grade for that class. Requests for exceptions to this policy may be addressed privately with your Internship Faculty Advisor.

WORK PERFORMANCE

Job Description/Work Assignments

It is extremely important that you clearly understand what your sponsoring organization and supervisor expect from you. What responsibilities and duties will you have? What are you expected to accomplish by the end of the internship? How will your work performance be evaluated?

Meet with your site supervisor and clarify your job description in writing. In many cases, the sponsoring organization may already have a written job description to review with you. If not, take the initiative to put into writing what you understand your supervisor desires, and ask your supervisor to review and approve it. Submit a copy of your job description to your Internship Faculty Advisor and include a copy in your portfolio.

Employer Evaluations

The Internship Center will email notification to your site supervisor regarding completion of online evaluations at both the mid-point and at the end of your internship experience as described below.

Mid-Term Evaluation

Both you and your site supervisor will fill out online forms. After completing them, you and your supervisor are to meet. During this time you are to compare/contrast and discuss the evaluations. If the evaluations are mailed, completed copies must be sent back to your internship advisor.

Final Evaluation

The final evaluation is more comprehensive than the mid-term and will be completed only by the site supervisor. We ask your supervisor to use the final evaluation as a basis for offering feedback to you. This evaluation addresses essential aspects of your work performance. These aspects include meeting the time commitments of the internship (duration, punctuality, attendance) and your attitude, each of which can impact your grade.

SELF-DIRECTED LEARNING

A significant portion of your internship is based upon a self-directed learning approach. The following section discusses the basic concepts behind self-directed learning, why it is being used and how it applies to your internship experience.

What is Self-Directed Learning?

"In its broadest meaning, self-directed learning describes a process in which individuals take the initiative, with or without the help of others, in diagnosing their learning needs, formulating learning goals, identifying human and material resources for learning, choosing and implementing appropriate learning strategies, and evaluating learning outcomes."¹

Applying this approach to your internship means that you will assume a leading role in taking responsibility for learning that is to occur. You will establish learning goals, identify activities and resources to pursue those goals, and provide documentation of your accomplishments and outcomes. Your internship advisor will provide guidance, instructions, parameters, resources and feedback to help you. The work site supervisor, in addition to providing a meaningful work experience, should also be viewed as a resource person and potential mentor.

Why Self-Directed Learning?

It's a very effective learning approach:

- ✦ You should experience greater motivation, because you set your own goals.
- ✦ You are likely to learn more and at a deeper level.
- ✦ You will tend to retain and make continued use of what you learn.

It matches your emerging development as an adult:

- ✦ You are becoming more independent.
- ✦ You desire less control by other adults (parents & teachers).
- ✦ You are taking increasing responsibility for your life.

It is a competency that is necessary for future life and work:

- ✦ You must be able to cope with a rapidly changing world.
- ✦ You must learn new knowledge/skills as others become obsolete.
- ✦ You will see the necessity for learning outside of the classroom.
- ✦ You must use life experiences as resources for growth/development.
- ✦ You will become a lifelong learner and excel over those who don't.

Self-Directed Learning Assessment

Your Internship Faculty Advisor will be assessing the effort you put into the development of your learning objectives, how you carry through on those objectives, how well you maintain a working portfolio, and the final development of your Masterwork Portfolio. These will demonstrate how well you have obtained these competencies.

LEARNING OBJECTIVES

Introduction to Learning Objectives

Learning objectives are your strategic plan for what you intend to learn during the internship experience. They form a written agreement negotiated between you, your Internship Faculty Advisor and your work site supervisor. A written plan helps you direct, manage and reflect upon the learning process for your internship. Each objective you formulate should have the following three components:

- | | |
|-------------------------------------|------------------------------------------------------|
| A.) Learning Objective: | <i>What it is that I want to learn?</i> |
| B.) Activities/Resources: | <i>How am I going to learn it?</i> |
| C.) Evaluation/Verification: | <i>How am I going to demonstrate what I learned?</i> |

Guidelines for Writing Learning Objectives

Begin with a perspective that you are making a contract with yourself. You are identifying what knowledge, behavior, competencies, attitudes and values YOU wish to develop. These learning objectives are YOUR plan (not your site supervisor's, nor your Internship Faculty Advisor's, nor your parent's) that outlines how you will attempt to reach your goals and when you will know that you have reached them.

Work to identify learning objectives that are most relevant for you.

- ✦ Reflect upon your prior educational and life experiences.
- ✦ Consider your future aspirations.

Begin by brainstorming responses to the following general questions:

- ✦ "What do I most want to explore, understand or learn during my internship?"
- ✦ "How would I like to change or be different by the end of my internship?"

¹ Knowles, Malcolm. Self-Directed Learning: A Guide for Learners & Teachers, 1975, p.18

- ✦ “What will make me more marketable to an employer or graduate school?”
- ✦ Review and prioritize the list you create.

Determine the minimum number of learning objectives you must complete:

| Hours/Week | Min. # of Objectives | INTE394 - Monthly Class | INTE395 - Weekly Class |
|------------|----------------------|-------------------------|------------------------|
| 10 | 2 | 4 Credits | 6 Credits |
| 15 | 3 | 5 Credits | 7 Credits |
| 20 | 4 | 6 Credits | 8 Credits |
| 25 | 5 | 7 Credits | 9 Credits |
| 30 | 6 | 8 Credits | 10 Credits |
| 35 | 7 | 9 Credits | 11 Credits |
| 40 | 8 | 10 Credits | 12 Credits |

You are now ready to prepare the first draft of your learning objectives. Follow the format specified on the “Sample Learning Objectives” pages for your set of objectives.

Think of activities and resources to reach your objectives. What work activities and assignments will help you reach your objectives? Consult with your Internship Faculty Advisor, work site supervisor, co-workers, and the “Learning Objectives Tip Sheet” for ideas. Attempt to quantify where possible (e.g. – Read 2-3 journal articles).

Indicate specific ways you will demonstrate progress or accomplishment for each learning objective. What other tangible items would verify your progress? How will you demonstrate that learning has occurred? How will someone outside of your major/profession understand your verifications? Consult the “Evaluation/Verification Ideas Sheet” for ideas.

First Draft of Learning Objectives

For the first draft of your learning objectives, consult with your work site supervisor. Elicit his/her feedback on the feasibility of your objectives in that work context. Also, ask for advice on resources and ways to demonstrate accomplishments (use the “Learning Objectives Tip Sheet” for ideas). Be sure to follow the format of the following sample objectives.

Final Copy of Learning Objectives

After a final review with your supervisor, both of you are to sign and date the learning objectives. Keep the original in your working portfolio and submit paper copies to the work site supervisor and your Internship Faculty Advisor. Be sure to follow the format of the following sample objectives.

Review your learning objectives throughout the internship, and check your progress in each one. If questions arise, consult with your Internship Faculty Advisor. Your progress and achievement will be both monitored and evaluated through the internship class, site visitation (where feasible according to college budget and geographical location), site supervisor evaluation and portfolio presentation.

Your learning objectives are dynamic, not static. If you realize one of your objectives needs to be modified, or changed completely, talk with your Internship Faculty Advisor.

SAMPLE LEARNING OBJECTIVES

Objective:

To learn the stages involved in publishing a magazine – from development of a theme to final production and distribution

Activities/Resources:

1. Interview the publisher and managing editor
2. Read back issues of the magazines
3. Perform research for, and participate in, brainstorming sessions
4. Attend staff editorial meetings

Evaluation/Verification:

1. Include a narrative in my portfolio explaining key concepts I have learned
2. Include work samples (edited copy, story ideas, and/or articles) that demonstrate I understand how the magazine is developed and how I can effectively contribute

Objective:

To observe and better understand schizophrenia and the clinical treatment for this mental illness

Activities/Resources:

1. Observe & interview staff and doctors who are part of a schizophrenic patient's care team
2. Observe, firsthand and through charts, patients diagnosed with schizophrenic tendencies
3. Find/read three current articles on schizophrenia in academic journals

Evaluation/Verification:

1. Include a case study of a client in my portfolio
2. Summary of research, with annotated bibliography of resources
3. Reflective commentary on how my understanding has increased/changed

Objective:

To understand the role of exercise specialists within corporate and community wellness settings

Resources/Activities:

1. Conduct an interview with the corporate wellness coordinator
2. Participate in health fairs
3. Participate in hospital and community wellness programs
4. Write an article for a hospital newsletter
5. Create a flier for a wellness program

Evaluation/Verification:

1. Summary / reflective commentary on interview and experiences
2. Samples of articles written and fliers created

Objective:

To learn how legislation is researched and written

Resources/Activities:

1. Ask co-workers to describe the process
2. Examine previous research and final written legislation
3. Participate in background research for a potential bill

Evaluation/Verification:

1. Reflective summary of research and writing process
2. Chart of factors involved in writing legislation
3. Section of legislation where I, or previous students, have contributed

LEARNING OBJECTIVE IDEAS



Resources/Activities Options & Ideas:

What on-the-job training, experiences, projects and/or activities will directly support your learning objective(s)?

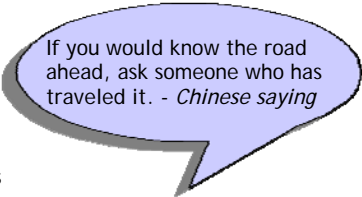
- ✦ Orientation
- ✦ Training sessions (internal & external)
- ✦ Work projects/activities
- ✦ Experiences in other departments within the organization
- ✦ Attend meetings within the organization (staff, team, department, board)
- ✦ Site visits to other organizations
- ✦ Attendance at meetings, conferences, professional organizations
- ✦ Shadow or observe other professionals

What kinds of reading can college faculty, Internship advisor(s), work site supervisor and/or colleagues recommend to you?

- ✦ Professional Journals; Literature; Articles
- ✦ Discipline-related Literature (Textbooks; periodicals; articles; etc.)
- ✦ Career-Development resources (library, software info)
- ✦ View of Work (current & future trends)
- ✦ Christian perspectives on work and/or profession

Other “activities/resources” ideas could include:

- ✦ Internet resources; literature searches; information
- ✦ Research
- ✦ Information interviews w/ professionals and/or co-workers
- ✦ Career Development inventories (personality, interests, values, etc.)
- ✦ Career Development workshops (resume, interviewing, job-hunting)
- ✦ View CDs, DVDs, or online video
- ✦ Listen to audio instructional programs
- ✦ Journaling/Reflective Writing - react in writing to experiences/activities
- ✦ Critical Incident Analysis
- ✦ Contact professional associations
- ✦ Seek professional mentor; develop relationship
- ✦ Compare class concepts with workplace experiences
- ✦ Discussions with peers
- ✦ Discussions with faculty advisor
- ✦ Regular meetings with worksite supervisor
- ✦ Case study
- ✦ Biographies/Autobiography
- ✦ Comparative Studies
- ✦ Look for model/excellent work samples
- ✦ Attend lectures/presentations



If you would know the road ahead, ask someone who has traveled it. - *Chinese saying*

EVALUATION / VERIFICATION IDEAS



Artifacts or Work Samples:

Agendas
Audio – mp3 files
Brochures
Budgets
Case Notes
CDs / DVDs
Contracts
Cost analyses
Correspondence
Databases
Demonstrations
Designs/Artwork
Displays & Exhibits
Documentation
Financial Reports
Flyers
Lab Reports

Legislation
Manuals (you have created)
Newsletters
Newspaper Clippings
Photographs
Podcasts
Posters
Press Release
Printouts
Program Outlines
Proposals
Software Presentations
Spreadsheets
Survey Reports
Video
Websites

Attestations:

Articles (about you)
Certificates
Citations & Awards
Commendations

Evaluations
Pictures (of You)
References
Thank You Notes/Emails (sent to you)

Academic and Misc. Samples/Items

Annotated Bibliography
Career Inventories
Case Study
Journaling (*summary* of sections – beginning, mid-point and end of experience)
Idea File/Listing
Information Interview
Notes (*summary* of them)
Presentation Notes
Reading Reviews/Reactions
Reflective Commentary/Essay
Research Paper
Resume

LEARNING OBJECTIVES WORKSHEET

Objective:

To learn _____

Resources/Activities:

- 1.
- 2.
- 3.

Evaluation/Verification:

- 1.
- 2.

Objective:

To learn _____

Resources/Activities:

- 1.
- 2.
- 3.

Evaluation/Verification:

- 1.
- 2.

PROFESSIONAL CARDS

Professionals often exchange cards as a means of introduction and networking. Even though you are an intern, you should have your own card. Read IQ – Professional Card. Turn in one (1) card to your Internship Faculty Advisor. It must include your internship site and be printed on Avery Card Stock (inkjet-8371 or laser-5371).

| | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Paula Marketur pm2222@messiah.edu / pmarketur@hotmail.com Spring 2012 Intern</p>  <p>Messiah College Box 8888 Grantham, PA 17027 717.796.0000</p> <p>Major: Marketing Graduation: May 2012</p> | <p>James Englise je1111@messiah.edu</p> <p>Messiah College Major: English Graduation - May 2012</p> <p>College Address: Box 9999 Grantham, PA 17027 717.796.0000</p> <p>Interning at: Harrisburg Magazine P.O. Box 0000 Harrisburg, PA 17101</p> |
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Template resources include:

http://www.avery.com/avery/en_us/Templates-%26-Software/Templates/_/Ns=Rank

<http://office.microsoft.com/en-us/assistance/HA011912461033.aspx>

DIGITAL PHOTOS

Take three (3) photos of yourself at your internship site. They should include at least one shot with you, your supervisor and the organization logo, and then a couple others of you working. These photos have multiple uses. First, and foremost, they are documentation you can use in your Masterwork Portfolio. The college may also use them at some point for internal and/or external communications.

By submitting these digital photos, you agree to the following release:

"I hereby authorize representatives of Messiah College to use and publish my digital photos (including use and publication with my name or no name, use in the form taken or with intentional or unintentional alterations, and for purpose of public information, illustration, Internet use, and in the advertising of Messiah's services). I understand: I may ask questions about the photos and publications; the photos are the property of Messiah College and are not for sale; I may withdraw my consent in writing at any time."

REFLECTIVE PAPER #1 – IDENTIFYING AND DEVELOPING COMPETENCIES

You were required to read the article - 12 Essential Competencies for Success. Revisit that document and identify one area of competence you already exhibit. Discuss how you know you have that competency, where you developed it, and how you use it now. Then identify two competencies from the list which you need to acquire or improve significantly. Discuss how you see them helping you in the workplace. Then describe a specific set of action steps to develop those competencies. Write a three-page paper with the following sub-headings: Competency Exhibited; Competencies for Acquisition; Plan of Action for Development. Email it to your Internship Faculty Advisor as a Word attachment.

REFLECTIVE PAPER #2 - CAREER EXPLORATION

Part of the Internship Program Mission and Goals is to provide contextual experiences in the framework of your career exploration process. This Career Exploration paper will demonstrate your ability to network outside of your internship organization and to conduct one informational interview with a professional related to your career field. Your career interest may be similar to your current internship or in a completely different field.

As you begin to think about whom to connect with for the informational interview, consider this as a bridge to your future direction. Consider where you are currently in your profession and where you want to be in 2-4 years. What gaps of experiences/knowledge do you have and how can you fill them? What do you want to know that will assist you in making decisions in the near future? Also, reflect upon your two competencies in Reflective Paper #1.

Reach out to individuals in your existing network. Your previous class work and Professional Card can assist you in presenting yourself in a very positive manner. Ask for the names of individuals in positions with organizations that closely resemble your area of interest. Additionally, you may explore the Messiah College Career Network through FalconNet at: <http://www.messiah.edu/offices/career/networkingOpps.html>. Questions for informational interviews may be found at: <http://www.messiah.edu/offices/career/documents/InfoInterviewQs.pdf>.

Write a three-page paper with the following sub-headings: The Interviewee and Their Role - provide the interviewee's name, organization, responsibilities, and educational background, Insights About My Career Path - knowledge/further schooling you need to pursue, competencies to acquire, other people you need to consult, etc., Insight Gained About Myself - What did you learn about yourself through this process of networking and interviewing? What did you do well as you networked and followed through with the interview? What can you improve upon the next time? Email it to your Internship Faculty Advisor as a Word attachment.

REFLECTIVE PAPER #3 - EXECUTIVE SUMMARY

An executive summary is a concise report of a project, a book, an article, an event, etc. Prepare a three-page report summarizing your internship experience. It should include: information about the organization, the responsibilities and expectations you had when you first began the internship, work/projects you have accomplished, new skills or understandings you've acquired, future plans and how they have been influenced by the internship, how well prepared you were for the experience, and what recommendations, if any, you would make to your academic department in order to better prepare future students for an internship like yours. Follow the sample below, including sub-headings. Think of it as a condensed version, of your portfolio. Email it to your Internship Faculty Advisor as a Word attachment. This assignment will also serve as the Executive Summary component for the Masterwork Portfolio.

SAMPLE

EXECUTIVE SUMMARY SPRING INTERNSHIP – DANA SCULLEY

SAMPLE

Introduction

Provide the name and location of the site at which you completed the internship, as well as your supervisor's name and title. What were your learning objectives?

Work/Projects

What type of work did you do? What projects did you work on?

Learning

Provide specific examples of what you learned.

Future Plans

Explain how this experience has impacted your future plans for study and work. Revisit the first reflective paper and detail what you have accomplished regarding new competencies you identified, or what you still need to develop.

Preparation/Recommendations

In what ways did your major-specific classes assist you in this experience?
What recommendations, if any, would you make to your academic department?

INTRODUCTION TO PORTFOLIO

The primary learning and assessment tool for your internship experience will be a portfolio. A portfolio is "...a purposeful collection of a learner's work that (a) is assembled over time within authentic settings and (b) documents a learner's efforts, progress, and/or achievements in relation to a particular purpose or need. Portfolios can include both artifacts (products of the learner's work) and attestations (indirect evidence of successes and progress, as in letters of recommendation and awards). All materials are accompanied by descriptive explanations and commentaries in which the learner defines, describes, and reflects on the accomplishments represented in the portfolio."²

WORKING PORTFOLIO

Throughout your internship, you will compile a working portfolio. A working portfolio is simply all work of a particular kind from your entire internship experience. Neither you, nor your internship advisor, screen the samples that are placed in the working portfolio. As long as you are at least temporarily finished with a piece, it is dated and placed in the portfolio. The chief characteristic of a working portfolio is its completeness and lack of selectivity.

² Doug MacIsaac & Lewis Jackson, "Assessment Processes & Outcomes: Portfolio Construction", in *Experiential Learning: A New Approach*, 1994, p.64.

Guidelines

- ✦ Maintain a working portfolio throughout your entire internship experience.
- ✦ Use a standard 3-ring binder or other file folder system.
- ✦ Include every item associated with your internship experience.
- ✦ Use your learning objectives as a table of contents, and organize your portfolio into sections for each of them.
- ✦ Use your learning objectives as a “to-do list” and review them weekly.
- ✦ Use the Blournal in IQ to help you reflect upon and remember significant activities, thoughts, and feelings.
- ✦ Keep the portfolio with you at work and bring it along with you to all internship classes.

MASTERWORK PORTFOLIO

You will select items from your working portfolio, which demonstrate you accomplished your learning objectives. As the name implies, a Masterwork Portfolio is a sampling of your best work. It presents the most significant samples of your achievements. The Masterwork Portfolio represents your ability to engage in the process of goal setting, selecting, comparing, self-evaluating and presenting your work.

Guidelines

As you enter the final month of your internship, begin to select and assemble the items you wish to include in your Masterwork Portfolio. **Prepare it thoughtfully and with excellence. This is to be a true Masterpiece – one you would be proud to present in a future job or graduate school interview.**

Samples

You may stop by the Internship Center to examine complete sample portfolios and/or view excellent, select sample components of Masterwork Portfolios at:

http://www.messiah.edu/external_programs/internship/student/portfolio_samples.html

Format

- ✦ Title Page
- ✦ Table of Contents
- ✦ Executive Summary
- ✦ Job Description
- ✦ Signed Learning Objectives
- ✦ Evaluation/Verification (reflective commentaries and samples for each objective)
- ✦ Updated Resume

Medium

The Masterwork Portfolio often takes the form of a three-ring binder, but you are not limited to that. We encourage you to consider a website. Read IQ - Transitioning to Employment.

Title Page

The title page should include the following information: Your name; Name of internship site; Name/title of site supervisor; “Messiah College Internship Center”; Name of Internship Center Advisor; Semester & Year the internship occurred.

Table of Contents

Prepare a separate page listing all primary items/sections in your portfolio. You may also want to include divider pages with tabs for each section in your portfolio, in accordance with your table of contents. There is no need to provide page numbers since portfolio contents may be added or deleted as necessary.

Executive Summary

Use Reflective Paper #3 for this section. You will not be graded twice on this paper.

Job Description

Include a copy of the written job description or work objectives that your internship site established for you.

Signed Learning Objectives - Reflective Commentaries & Samples

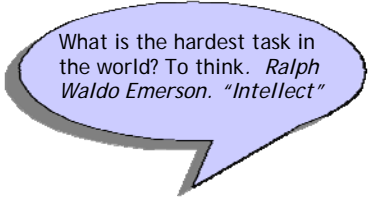
This is the “heart” of your portfolio. You must provide at least one page of reflection for each learning objective - evidence of your accomplishments and/or progress. Portray any new knowledge/competencies that you have obtained. Discuss any areas

for improvement that you identified and any new directions for continued growth. Include the items that you have selected to demonstrate what you have learned and accomplished.

1) **Divider Pages** - Begin each section with a divider page presenting the learning objective.

2) **Samples** - If you are providing samples (brochures, spreadsheets, certificates, articles you have written, etc...), you must describe and define what the items are (taking care to explain any special symbols or jargon) and how they were accomplished. Some questions you may consider answering about each sample are:

- ✦ **What have I learned as a result of this activity?**
- ✦ **What new knowledge or skills have I gained?**
- ✦ **How has it changed my beliefs, behavior and/or values?**
- ✦ **What are the implications for me?**
- ✦ **Did it have an impact upon anyone else? If so, how?**
- ✦ **What must I do now, or in the future, to continue learning in this area?**



What is the hardest task in the world? To think. *Ralph Waldo Emerson. "Intellect"*

3) **Reflective Commentaries** - If your evaluation/verification takes the form of a reflective commentary, you should seek to answer the same questions as in #2 directly above.

Note: If you have interviewed several people, summarize what you learned; do not include the questions and answers provided by each person. If you want to include journal entries, only include summary portions; do not include page after page of your writing.

Resume

This should be an updated resume, which lists your internship as the most recent work experience – i.e., listed first under a work experience category. The resume should document your achievements and/or skills utilized during the internship. We recommend that you use the Career Center resources – workshops, resume critiques, print material and assistance on their webpages.

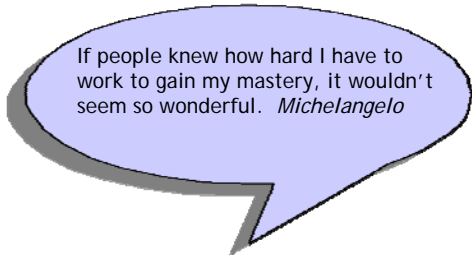
MASTERWORK PORTFOLIO PRESENTATION AND EVALUATION

Site Supervisor's Review

You are to schedule an appointment with your site supervisor, during the week listed on the Assignment Timeline at the beginning of the syllabus, to present your portfolio. Discuss your work and learning accomplishments by verbally presenting items highlighted in your Masterwork Portfolio. The Internship Center will ask your site supervisor to verify the contents of the Masterwork Portfolio, check for confidentiality, and to offer professional feedback. This meeting should also provide an opportunity to debrief your internship experience and celebrate your accomplishments.

Internship Center Faculty Advisor

Submit your completed Masterwork Portfolio to your Internship Faculty Advisor on the date indicated in the Class Schedule / Assignment Checklist. They will evaluate your portfolio based upon the criteria in the following rubric, "Masterwork Portfolio Assessment," along with the report from your site supervisor. You will be notified by voice mail or email as to where and when you may pick up your graded portfolio.



If people knew how hard I have to work to gain my mastery, it wouldn't seem so wonderful. *Michelangelo*

MASTERWORK PORTFOLIO ASSESSMENT

Student Intern: _____

Part A: PORTFOLIO MECHANICS

| | | |
|--------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|---|
| Format | | |
| | Follows prescribed format | 1 |
| | Does not follow prescribed format | 0 |
| Organization | | |
| | Well organized | 4 |
| | Organized | 3 |
| | Somewhat organized | 2 |
| | Weak organization | 1 |
| | Unsatisfactory | 0 |
| Spelling | | |
| | No mistakes observed | 2 |
| | Mistakes observed | 0 |
| Writing/Grammar | | |
| | No grammatical errors observed | 6 |
| | Few grammatical errors observed | 4 |
| | Several grammatical errors observed | 2 |
| | Unsatisfactory | 0 |
| Overall Quality of Presentation/Appearance/Creativity | | |
| | Very impressive and well-crafted | 8 |
| | Good quality | 6 |
| | Average | 4 |
| | Poor | 2 |
| | Unsatisfactory | 0 |
| Part B: PORTFOLIO REFLECTION | | |
| Reflective Commentary | | |
| | Excellent | 8 |
| | Good | 6 |
| | Fair | 4 |
| | Poor | 2 |
| | Unsatisfactory or non-existent | 0 |
| Demonstrates Attainment of Learning Objectives and Provides Appropriate Descriptions of Samples | | |
| | Provides strong evidence of accomplishment in learning objectives through samples and specific descriptions | 4 |
| | Provides strong evidence of accomplishment in learning objectives through reflective commentaries (no samples) | 4 |
| | Provides some evidence of progress or accomplishment in learning objectives | 2 |
| | Provides some evidence of accomplishment in learning objectives through reflective commentaries (no samples) | 2 |
| | Provides no evidence of accomplishment in learning objectives | 0 |
| Evidence of Self-Directed Learning Competency | | |
| | Demonstrates exceptional ability to set goals, pursue resources and reach outcomes | 4 |
| | Demonstrates good ability to set goals, pursue resources and reach outcomes | 3 |
| | Demonstrates fair ability to set goals, pursue resources and reach outcomes | 2 |
| | Demonstrates little ability to set goals, pursue resources and reach outcomes | 1 |

Resume' - must include information on current internship

| | |
|--------------------------------|---|
| No revisions needed | 4 |
| Few revisions recommended | 3 |
| Several revisions needed | 2 |
| Many revisions needed | 1 |
| Unsatisfactory or non-existent | 0 |

General Comments:

Total Points Overall: _____

Grading Scale:

| | | |
|-------|----|--------------|
| 40-41 | A | Superior |
| 37-39 | A- | |
| 34-36 | B+ | |
| 32-33 | B | Good |
| 29-31 | B- | |
| 26-28 | C+ | |
| 24-25 | C | Fair |
| 21-23 | C- | |
| 18-20 | D+ | |
| 16-17 | D | Poor |
| 13-15 | D- | |
| 0-12 | F | Unacceptable |

Evaluator: _____

Date: _____

Name _____

**Presentation To Internship Class
Persuasive Speech**

1 – Focus Strongly on Developing This / 2 – Needs Work / 3 - OK / 4 – Above Average / 5 – Excellent

Introduction 1 2 3 4 5
Stated pertinent information such as name and internship organization (and department if at a larger site)

Body 1 2 3 4 5
Demonstrated your accomplishments and relevant skills, and why they would be useful to a potential employer

Conclusion 1 2 3 4 5
Provided a positive summation of why you are valuable to the potential employer and should be hired, or why you should be selected by a grad school committee

Body Language 1 2 3 4 5

- Stood up straight
- Used appropriate hand gestures (the gesture should fit your comment)
- Made good eye contact with your audience throughout the presentation
- Not stiff or tied to the lectern or podium
- No distracting movements (e.g., constantly brushing hair away from face)

Voice 1 2 3 4 5

- Volume – spoke loud enough so those in back could hear well
- Clarity – enunciated your words
- Speed – paced yourself
- Tone – varied your inflection; no monotone voice

Appearance 1 2 3 4 5

- Dressed professionally
- Well groomed

Time Limit 1 2 3 4 5

- Stayed within the allotted time of 5 minutes

Handouts (these are optional, but think about what you would leave with an employer, if anything, other than your resume – e.g., a professional card with link to your online presence)