

FACULTY SUMMER INTERNSHIP

DESCRIPTION:

Faculty members will participate in intensive community/workplace internships for five full days during the summer months. These internships will be individually designed to provide faculty members with first-hand experiences as workers/observers in businesses, industries, or agencies.

PURPOSE:

The purpose of these internships is twofold. First, internships will give faculty members unique opportunities to gain knowledge and experience related to a specific business, industry, or agency. Secondly, internships will empower faculty members to gain workforce experiences that will enable them to direct preservice teachers in developing and incorporating work life examples into their instructional strategies.

OBJECTIVES:

1. Study and critique policies, practices, and procedures of a business, industry, or agency.
2. Observe and participate in the application of concepts, theory, and functions in the workplace.
3. Develop competencies required of persons employed in businesses, industries, or agencies.
4. Assess skills and duties performed in the workplace.
5. Participate as a member of a workforce team.
6. Acquire, organize, maintain, and evaluate information about a specific business, industry, or agency.
7. Cultivate communication, active inquiry, collaboration, and supportive interaction between the workforce and university.
8. Create a variety of instructional strategies that can be incorporated into preservice teacher preparation.
9. Foster relationships with businesses, industries, or agencies in the larger community to support students' learning and preservice teacher preparation.
10. Act as a reflective practitioner with regards to activities observed, performed, and accomplished during the internship

SUGGESTED ACTIVITIES:

Development of Goals:

An individualized list of at least five goals should be developed by each faculty member to facilitate his or her experience in the workplace/community internship. These

goals should focus on individualized needs and expectations related to the faculty member and type of internship. Goals should be written down and reviewed regularly during the five days as to guide faculty member's experiences. However, use of goals should remain flexible so that unforeseen activities and adventures might be included as part of the internship.

Interviews:

Interviews with at least five different personnel in the business, industry, or agency should be conducted. A list of projected questions should be developed and provided to interviewees at least one day prior to the interview. Some suggested individuals to interview include managers, supervisors, human resource directors, and production staff. It is suggested that applicable and appropriate materials (i.e.: forms, paperwork, charts, etc) be collected during these interviews. Some suggested questions:

1. Describe your work environment.
2. What is a typical day at work like?
3. What are the five most important responsibilities of your job?
4. What technical skills do you need to do your job?
5. What interpersonal skills do you need to do your job?
6. What additional skills and/or interpersonal qualities does your job require?
7. How did you acquire the skills you just identified?
8. How could you help a student learn and practice the skills you identified as important to your job?
9. Describe a recent problem on the job and how you solved it.
10. How is your work interdependent with that of others in your organization?
11. What kinds of information do you need to use, analyze, and/or stay up-to-date on to do your job effectively?
12. What would improve the efficiency of your job?
13. How do you think your job will change over the next 10 years? Why?
14. What are the health and safety issues at the workplace?
15. What technology and special tools do you and others use at the workplace?
16. What written materials are used at the workplace?
17. How is the workplace managed to ensure that it is productive and financially sound?
18. What impact does the workplace have on the local and global communities?
19. What academic skills do you need to do your job?
20. What are at least three ways a student could learn or apply mathematics at the workplace?
21. What are at least three ways a student could learn or apply communication skills at the workplace?
22. What are at least three ways a student could explore social issues at the workplace?
23. What are at least three ways a student could learn or apply scientific principles or concepts underlying your work?

24. What opportunities are there for students to contribute to a creative or artistic process or product at the workplace?
25. If a student were at your workplace to help you, what kinds of projects could you involve him or her in?

Job Shadowing:

The faculty member should select at least three different employees to job shadow during his or her internship. Job shadowing experiences should last a minimum of five hours for each employee shadowed. Faculty members should keep a record of activities viewed during this process. Functions to observe during job shadowing activities should include but not be limited to management, production, operation, control, distribution, employee relations, pricing, promotion, customer service, and training. It is suggested that applicable and appropriate materials (i.e.: forms, paperwork, charts, etc) be collected during these interviews.

Development of and Participation in Job Skills:

The faculty member should be given opportunities to develop a variety of job related skills during the internship by participating in the actual work of the business, industry, or agency. The best scenario would afford the faculty member broad based exposure through participation in the major functions performed by the business, industry, or agency. It may be possible to develop and participate in job skills while conducting interviews and shadowing activities. Faculty members are encouraged to attempt skills never performed.

Journal/Reflection:

The faculty member should maintain a job/reflective journal during the internship. It should be updated on at least a daily basis for a minimum of five entries. It should include information gathered, and activities observed, encountered, and performed. Journal entries also should provide opportunities for the faculty member to record and evaluate his or her feelings regarding internship experiences. A list of possible reflection questions follow:

1. What was the most interesting thing I encountered today?
2. What was the biggest challenge I faced?
3. What was the most enjoyable experience I had today?
4. What was the most important thing I learned?
5. Was today beneficial? Successful?
6. Was anything frustrating, irritating, or anger provoking?
7. Did anything unusual or unexpected happen in my workplace?
8. What did I experience or observe that I can use when preparing and teaching preservice teachers?
9. How do I feel about today?
10. How might today's experiences and observations be improved or enhanced?

Portfolio Development:

The faculty member should develop a summer internship portfolio to include documentation, examples, and journal and reflective entries. Some categories to include in the internship portfolio can be found by perusing the interview questions, reflective questions, guided internship questions, and other suggested activities. The portfolio should be instrumental in assisting the faculty member in creating preservice teacher internships and teaching strategies.

Sharing Session:

Faculty members participating in the summer internship will be asked to come together in the fall and to conduct presentations about their experiences. The value and importance of these internships will be pondered and discussed.

GUIDED INTERNSHIP QUESTIONS:

The following are a list of generic questions that should guide the faculty member's internship. These should lead the thought process and can be used when completing the stated activities and/or developing the internship portfolio. Questions are broad in nature and can be easily adapted to fit any workplace situation.

1. What resources are used in this business, industry, or agency?
 - a. time
 - b. money
 - c. materials
 - d. facilities
 - e. human resources
2. What types and levels of basic skills are important?
 - a. reading
 - b. writing
 - c. arithmetic
 - d. listening
 - e. speaking
3. What types and levels of thinking skills are necessary?
 - a. creative thinking
 - b. decision making
 - c. problem solving
 - d. conceptual thinking
 - e. learning ability
 - f. reasoning

4. What personal qualities are crucial?
 - a. responsibility
 - b. self-esteem
 - c. sociability
 - d. self-management
 - e. integrity
 - f. honesty
5. What types of interpersonal skills and abilities are required?
 - a. team member
 - b. teaching
 - c. customer service
 - d. leadership
 - e. negotiation
 - f. diversity
6. What types of strategic policies are adhered to?
 - a. flexible
 - b. customized
 - c. decentralized
 - d. centralized
7. What production models are followed?
 - a. fixed or flexible automation
 - b. end-of-line or on-line quality control
 - c. fragmentation of tasks
 - d. supervisor or work force controlled
 - e. team work
 - f. multiskilled workers
8. What are the hiring and human resource policies?
 - a. labor-management relationship
 - b. basic skills required
 - c. testing and screening
 - d. education levels
 - e. training required and provided
9. What opportunities for advancement exist?
 - a. organizational chart
 - b. job ladders
 - c. skills, training, and education
10. What types of equipment are used?
 - a. computer
 - b. machinery
 - c. tools
 - d. other technologies