

# Professional Development: Internship and Beyond

## putting learning into action

~

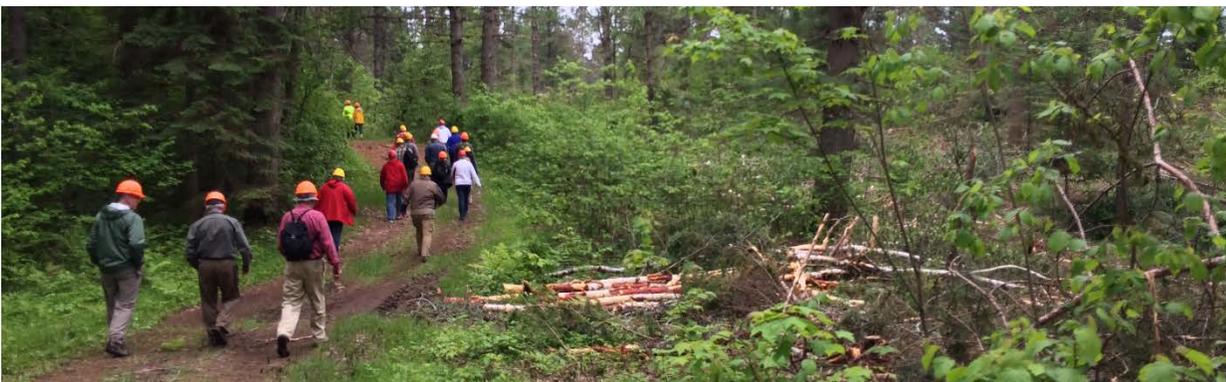
Dr. Adena Rissman and Sara Rodock  
Summer and Fall 2016, FWE 675  
Russell Labs A228  
Fall 2016: Wednesdays 1:20pm-2:10pm  
Rissman office hours: Wednesdays 2:30-4:30pm

### Welcome

An internship in natural resources can accelerate your learning beyond the classroom. This course builds from your internship to prepare you for a natural resources profession and the job market after graduation. Prof. Rissman volunteered to teach this class together with Sara Rodock because students have said the internship is something they learned a ton from – but it wasn't connected to the curriculum. The internship is experiential learning – learning by doing in the field. It's how many people learn best. It's also important to consolidate and share that learning to make connections once you're back in the classroom. What will we do this semester? We will reflect. Reflections are a proven way of helping us learn, remember, and communicate. We will have 2 guest lecturers and one field trip to an employer. We will practice job searching and interviewing skills and edit job search documents. We will focus on some of the key professional skills employers say forestry applicants could improve: communication and conflict resolution. Finally, we will pay it forward to other Forest Science students.

**Learning Objectives.** By the end of this course you should:

- 1) Reflect on your internship experience and what you learned from it**
- 2) Understand challenges and opportunities in forestry and natural resources professions**
- 3) Improve your ability to find, apply and interview for a job**
- 4) Improve your facilitation, communication, and conflict resolution skills**
- 5) Consider and articulate your desired long-term contributions to natural resources and society**



## Fall Semester plan

Week	Date	Topic	Assignments and Readings DUE that day
1	Sept. 7	Introduction, learning objectives, course expectations Importance – performance gap Grand challenges	DUE: Internship summary, photo and reflection on Learn@UW; READ: Sample et al 2015 J. of Forestry
2	Sept. 14	Finding jobs: overview of forestry and natural resources jobs and careers Facilitation training Instructions for informational interviewing	DUE: Reflection on O*Net profile <a href="http://www.onetonline.org/link/summary/19-1032.00">http://www.onetonline.org/link/summary/19-1032.00</a> BRING: idea for who you might interview. READ: 5 tips for informational interviews
3	Sept. 21  Facilitator:	Taking your resume and cover letter to the next level: targeting your materials to the job and thinking like an employer	BRING: three job descriptions you might apply for BRING: your resume to edit in class (not turn in) EMAIL Rissman to get approval for person to interview
4	Sept 28  Facilitator:	Mary Snieckus, USFS Acting Deputy Chief of Staff, Washington D.C.	DUE: Resume and Cover Letter for one job; attach the job description READ: USFS Strategic Plan, p1-45 including External Factors to prep for call BRING: 3 questions
5	Oct. 5	Field trip to DNR, Division of Forestry	READ: 1) 2015 DNR Forestry Annual Report, 2) Paper cuts at <a href="http://jsonline.com/papercuts">jsonline.com/papercuts</a> Part 1 and video BRING: 3 questions
6	Oct. 12 (AR out) Facilitator:	Interviewing skills; select job for mock interview	DUE: LinkedIn webpage link or Web portfolio READ: Competency-based interviews
7	Oct. 19 Facilitator:	Communication skills	TAKE test at 16personalities.com BRING: your scores (will stay anonymous) READ: Communication styles and personality and handout READ: Konijnendijk 2000, Abstract & Sections 1, 4, & 5
8	Oct. 26 Facilitator:	John Gritt, private consulting forester and Forestry Badger	DUE: Notes from your informational interview BRING: 3 questions

<b>9</b>	Nov. 2 Facilitator:	Conflict resolution	READ: 1) <i>Limbo</i> p. 138-145 2) Cohn 2002 Bioscience 3) 10 ways to minimize generational differences
<b>10</b>	Nov. 9  Facilitator:	Identity, bias, and ethics	DUE: Goals & identity reflection on Learn@UW NOV 8 READ: <i>Whistling Vivaldi</i> , p1-43 READ: High Country News, <i>Women in wildland fire</i> READ: SAF ethical statement
<b>11</b>	Nov. 16 (SR out)	Mock interviews (Guries, Anhalt-Depies) <b>Room 284</b>	
<b>12</b>	Nov. 23	Applying for graduate school; Work Importance Locator	DUE: Mock interview reflection (after meeting with Rissman/Rodock)
<b>13</b>	Nov. 30	Organize presentation and documents for Forestry Club (pay it forward)	BRING: your best self

## Assignments

Please turn all assignments in to Learn@UW dropbox. We will also have two individual conferences with everyone.

- a. **Reflections** (total of 18%)
  - i. Public summary and photo (5%)
  - ii. End of summer reflection (5%)
  - iii. Goals and identity (5%)
  - iv. **2 comments on others' reflections** (3%)
- b. Assignments
  - i. **O\*Net** summary and reflection (2%)
  - ii. **Cover letter** (10%), **resume** (10%), then **conference** the resume & cover letter (5%)
  - iii. **Mock interview**, individual **conference**, **mock interview answer re-write** (15%)
  - iv. Conduct an **informational interview** and turn in your notes (10%)
    1. Interview someone you don't already know, in an organization where you might like to work. Get approval in advance from Prof. Rissman.
  - v. **Web presence** (or optionally a paper portfolio)– select option. In addition, Google yourself and remove anything sketchy (10%)
    1. Turn in link to webpage for LinkedIn Profile or webpage like Google sites or Wordpress)
- c. **Attendance, facilitation, participation** (20%)

- i. Attendance (10%)
- ii. Active participation (5%)
- iii. Facilitation of one session (5%)

### **Grading:**

All of the grading will be done by Prof. Adena Rissman. Here is how percentages translate into letter grades.

A:	94-100%
AB:	89-94%
B:	84-89%
BC:	79-84%
C:	72-79%
D:	65-72%
F:	under 65%

**Late Assignments:** Late reflections and other assignments will be counted down a letter grade (A to AB to B etc) starting the day they are late, and then every two days after that.

**Attendance:** Attendance will have a total of 10 available points (10% of the course grade). Excused absences must be requested before class begins and includes reasons such as illness, family/personal emergency, religious observances, and required school activities. Everyone will be allowed one unexcused absence without any grading penalty. A second unexcused absence will result in 1 lost point, a third unexcused absences will result in 2 lost points, and each additional unexcused absence will result in 3 lots points.

**Participation:** Participation points are earned by speaking in class and demonstrating understanding of the readings, reflection on your own experience, effort to connect with your classmates, and questions for the guest speakers.

**Reflections during the Internship:** Reflection or journaling has been found to deepen learning. Please upload your reflections to Learn@UW.

### **Why write?**

- Writing provides an opportunity to *discover* what we think and know (as well as to discover what we *don't* know).
- Writing provides opportunities for *reflection* and *metacognition* (learning about how you learn); writing slows down our thinking.
- Writing demands *explicitness*.
- Writing involves *organizing* and *synthesizing* ideas (indicating relationships among ideas).
- Writing helps us *remember* by making our ephemeral thoughts more *permanent* and *available* to share with others. (Thank you to the UW Writing Center for these bullets.)