

Western Illinois University

Fire Science Internship

Policies & Procedures



2014

TABLE OF CONTENTS

INTRODUCTION TO INTERNSHIPS.....	1
PURPOSE OF INTERNSHIPS	1
SELF-AWARENESS.....	2
RESPONSIBILITIES OF COOPERATING AGENCY.....	2
RESPONSIBILITIES OF UNIVERSITY.....	4
RESPONSIBILITIES OF THE STUDENT.....	5
INTERNSHIP ELIGIBILITY.....	8
REGISTRATION	9
INTERNSHIP SUMMARY (FS 491 PRESENTATION OUTLINE).....	10
ASSIGNMENT TO INTERNSHIP AGENCIES	12
TYPES OF INTERNSHIP ACTIVITIES.....	13
FIRE SERVICE INTERNSHIP ACTIVITIES.....	13
AGENCY COORDINATOR'S GUIDELINES.....	16
INTERN SAMPLE SCHEDULE.....	19
WEEKLY ACTIVITY REPORTS.....	21
RÉSUMÉ COVER LETTER	254
TYPES OF RÉSUMÉ FORMATS.....	25
ESSENTIAL COMPONENTS OF THE RÉSUMÉ - MAJOR HEADINGS.....	26
SAMPLE COVER LETTERS AND RÉSUMÉS.....	28
INTERVIEWING TIPS	33
TELEPHONE TECHNIQUES.....	34
STEPS IN THE INTERNSHIP PROCESS	35

Preface

In 1982, Western Illinois University became a member of the seven University Consortium organized to deliver the National Fire Academy's new *Open Learning* Baccalaureate Degree Program.

Western Illinois University began to deliver open learning courses to seven assigned states in the Midwest under the then Board of Trustees (BOT) program. Some reconfiguration of territories ultimately gave WIU additional states in which to officially deliver the program.

In 2013 the School of LEJA added a comprehensive major in Fire Science and Administration. Western Illinois University's program in Fire Science & Administration is designed to provide professional capabilities, knowledge, and understanding, as well as an educational base for advancement into supervisory and administrative positions. Students also gain an understanding of the philosophical and historical development of the profession. The fire major is centered on a core of courses that includes classes in fire suppression tactics, fire prevention, firefighter safety and survival, fire service ethics and, fire service law. Combined with an internship, the LEJA's interdisciplinary curriculum offers students an education that is flexible and practical.

The School of LEJA believes that today's complex social problems and rapid technological developments place more demands on fire service professionals than ever before. Skill and capability are no longer enough. Today's fire service professionals must also be educated in a myriad of techniques. Additionally, they must maintain an understanding of the legal environment and human motivation.

Currently, the School of LEJA is one of the largest at WIU, with more than eighteen hundred undergraduate and 87 graduate students.

Western Illinois University's School of Law Enforcement and Justice Administration's fire science internship program offers students unique opportunities to experience and observe their chosen field first hand. Throughout the fire internship experience, students are given opportunities to observe and participate in field experiences.

This manual was developed for those students completing the course requirements for the Fire Science option within the comprehensive degree in Fire Science & Administration

Although the manual is written based on WIU's program, others wanting to experience an educational and beneficial internship should find the information helpful. The information is offered as a tool available to students as they prepare to embark on an important academic and professional endeavor.

Introduction to Internships

Internships, field experiences, Centralized *Student Career Experience Program* (CSCEP), cooperative education, or practicum's continue to be an integral part of higher education. Many disciplines (medical, legal, educational, and social) require some form of field experience before an individual is granted a license, or equivalent, to practice. Fire departments are seeking well educated and better-trained personnel, besides professional recognition. Higher education is emerging as a sensible means of developing these qualifications. The internship experience is a vital component of the educational process..

Through their internship program, the School of Law Enforcement and Justice Administration (LEJA) at Western Illinois University has developed working relationships with many fire agencies. These relationships have provided students the opportunity to apply and relate their theoretical knowledge (classroom experience) to various aspects of the emergency response system (hands-on experience). Furthermore, the Fire internship program provides an opportunity for students to obtain a realistic perception of fire service related work with its advantages and disadvantages. In return, the participating agency gains exposure to an individual that is energetic, enthusiastic, and able to provide meaningful service. Additionally, fire service internships help alleviate the common criticism of institutions graduating inexperienced, academically oriented students who have no firsthand knowledge about the fire service. Ideally, internships will provide the challenges and fulfillment students' desire for their personal growth resulting in a positive and beneficial impact on their life and future career goals.

Purpose of Internships

The fire service internship compels students to explore and examine the realities of the fire service career prior to graduation, when a more permanent career decision must be made. This process allows students to determine whether they want to continue pursuing their fire service endeavors thereby promoting conscious career planning.

Additionally, internships are designed to provide practical experience for college students who are contemplating a fire service career or careers in a related field. The internship program offers students opportunities for on-the-scene observation of practitioners at their work. It provides practitioners an opportunity to interact with students who have devoted their college time and effort toward attaining a professional degree in fire science and administration. Agency personnel agree that by accepting interns they improve the professional status of their organization and provide alternate sources of new, innovating, and stimulating ideas. Cooperation of this type between educators and fire service agencies greatly enhances the move forward for the greater professionalization of the fire service.

Self-awareness

At best, the internship affords students opportunities to obtain only a sketchy view of their chosen profession. In order to maximize this experience, it is imperative that interns become as totally involved with their agency as it will allow. To this end, interns will need to work hard on any shortcomings, ask questions, and be enthusiastic. Interns should project an attitude that they are there to learn and that they will utilize this experience to assist future career decisions. If interns should adopt an attitude that they are visiting the agency solely to fulfill graduation requirements they can be guaranteed that their internship will leave much to be desired.

The internship should be the most beneficial and rewarding experience of a student's academic career. In addition to providing experience, internship should also be a time of personal growth, maturation, and most importantly, achieving a sense of responsibility. At the conclusion of the program, each student should realize an increase in both self-confidence and self-assertiveness. Students should strongly ingrain within themselves the belief that they can and will succeed within the fire service.

Before students begin to apply for an internship they first need to determine why it is they want to complete an internship. What goals or objectives are they trying to accomplish? Failure to set or establish realistic objectives will result in a less fulfilling internship. Students should not wait until graduation day to determine what career they want to pursue and what skills or experiences they will need to succeed. Students should develop and analyze their goals now so that the proper internship can be selected to test those goals and objectives. Students should ask themselves: What type of experience am I looking for? What kind of growth potential/opportunities does the agency have to offer? What do I have to offer (i.e., computer skills, research and writing skills, management skills)? Am I willing to relocate? (Remember, any fire department is a potential site for an internship.)

Internship is a very serious time in the student's academic career. It should not, and cannot, be taken lightly. By following the *Internship Coordinator's* * leads and instructions, the enthusiastic and energetic student can be well on his/her way to procuring a beneficial and rewarding experience in addition to possible employment.

Responsibilities of Cooperating Agency

The following list highlights the responsibilities of the cooperating agency. These items are recommended to help ensure a meaningful and productive internship experience for all individuals involved.

- The participating agency needs to provide an employee who will

*The term *Internship Coordinator* as used in this manual refers to anyone on the staff of your college or university who is responsible for advising and supervising students throughout the internship process.

coordinate the assignments of student interns. This person is referred to as the *Agency Coordinator*.^{*} Students will be instructed to report to this individual at the beginning and end of the assignment to the agency. The Agency Coordinator or designee will be asked to sign or initial the intern's weekly reports prior to their submission to the Internship Coordinator to verify no confidential information is being released without the agency coordinator's approval. If instructed by the agency coordinator, interns may submit their weekly reports via e-mail (students must use their university email address) to the agency coordinator who can then forward it to the internship coordinator via her/his professional e-mail address (Note: the professional e-mail address will act as a signature and release of information recorded).

- On the first day of internship, the *Agency Coordinator* needs to inform the student intern or interns of any policies, rules, and regulations of the agency pertinent to their internship. It is recommended that these issues also be discussed during the pre-internship interview, before the acceptance of the student.
- The *Agency Coordinator* should insure that student interns receive a variety of experiences that provide them with a realistic view of the agency's daily functions and maximizes their time with the agency.
- It is recommended that the *Agency Coordinator* develop an itinerary of activities for interns that should be given to them on their first day of internship. The itinerary should include information regarding assignments such as locations, times, and persons involved, and allow for periodic modifications should the need arise.
- A copy of a *sample itinerary* should be forwarded to the LEJA Internship Coordinator's office for his/her files. One would expect deviation from this schedule as unforeseen events develop.
- Experience has indicated it is best that the *Agency Coordinator* contact any personnel within the agency who will have the intern for any specified time before their arrival. This courtesy allows the appropriate personnel time to prepare for the intern and not feel inconvenienced upon their arrival.
- Each agency should have on file in the LEJA internship office a

^{*}The term *Agency Coordinator* refers to the agency employee who will coordinate the assignments of student interns.

completed, up-to-date agency questionnaire (Form I). This office should be notified of any major changes, especially changes of coordinators, agency address, or phone number. Additionally, it would be most helpful to the program if the internship coordinator's files contained general information about the internship agency and/or geographic location (i.e., city, county, pamphlets, brochures, or other pertinent information) to share with prospective interns.

- Any major difficulties with interns or their schedule should immediately be brought to the attention of the LEJA Internship Coordinator. Both the Agency and the University have the right to release or dismiss an intern from his/her duties any time. Violations of the guidelines, regulations, or requirements of the Agency or University will be considered sufficient cause for dismissal.
- The School of LEJA needs agency evaluations of interns and has developed a form for this purpose (Form FS III). Only one Form III is requested to be completed by the agency. Since final grades are submitted for interns after the twelfth week the School of LEJA requests that agencies submit their evaluations during the interns' final week of assignment. Evaluations may be submitted via U.S. Mail, fax, or e-mail. The agency evaluation will be used as part of the final internship grade.

Responsibilities of University

School of Law Enforcement and Justice Administration

The following list highlights the responsibilities of Western's School of Law Enforcement and Justice Administration (LEJA). These items are provided and recommended to help ensure an educational, meaningful, and productive internship experience.

- Information will be provided to students about the cooperating agency to allow them to prepare for the educational experience. Such information will be maintained in the agency file located in the Internship Coordinator's Office.
- Mandatory meetings and interviews with prospective interns will be scheduled one semester prior to their official enrollment in the internship program. These meetings will allow for distribution of internship materials (e.g., list of potential internship agencies, due dates, etc.) and for review of the contents and procedures detailed in the internship book. The faculty coordinator of internships will conduct

these meetings and interviews.

- Final assignments of agencies are made after careful consideration of student preferences. Final assignments will be affected by agency restrictions and/or preferences. Last semester seniors will be given priority.
- The internship cover letter and “*Internship Agreement*” (Form II) are forwarded to the prospective agency requesting their participation in the student internship program. Also forwarded to the agency at this time are copies of the “*Student Information*” (Form VI, student picture included), “*Statement of Insurance Coverage*” (Form VII), and the “*Waiver and Release*” (Form VIII).
- The typed weekly activity reports submitted by the intern are verified (signed or initialed) by the *Agency Coordinator* and evaluated by the *Internship Coordinator* who will then notify the intern if reports are not received or are grossly in error. Informational e-mails (reminders) will be sent to students throughout their internships.
- A final grade for FS 490 will be determined by the student’s successful completion of the internship experience (required hours) and the required paperwork submitted (weekly activity reports, midterm and final evaluations). FS 490 will be graded either *Satisfactory (S)* or *Unsatisfactory (U)*.
- A final grade for FS 491 will be based on the student’s internship paper (outline found under *Internship Summary, LEJA 491*), weekly activity reports, and professional resume and cover letter. The student will receive a letter grade of A, B, C, D, or F for FS 491.
- The School of Law Enforcement and Justice Administration will cooperate with all agencies, and coordinate any information requested by the respective agencies.

Responsibilities of Students

The following list highlights the responsibilities of students enrolled in Western’s School of Law Enforcement and Justice Administration’s Fire Science Internship Program. The student intern will follow the rules and regulations of the cooperating agency, the university and the School of LEJA.

1. General Rules and Regulations:

- Students will conduct themselves in a way that reflects credit

upon the agency, themselves, and Western Illinois University.

- Students are expected to comply with all university rules and regulations that would apply if they were on campus and, in addition, to all policies, rules, and regulations of the participating agencies.

2. Specific Rules, Regulations, and Procedures:

- Students will report to all agencies in business attire and wear business clothes at all times unless otherwise authorized by the agency.
- Students will report to the Agency Coordinator at 9:00 a.m. (or as otherwise directed) on the first day of internship with the scheduled agency. Students will participate in the program as designated by the agency.
- Hair should be neat, well-groomed, and appropriately styled. Various accessorizing should be minimal, i.e., jewelry, earrings and other body piercing, etc., and will be at the discretion of the agency coordinator. Since agencies have varying policies on this subject, it is best to check the individual agency's policy in advance.
- Students will not participate as emergency responders. At emergency scenes they may observe and be assigned low risk support functions as deemed appropriate by the agency coordinator.
- Students will be required to complete the following forms: Form V, *Internship Schedule*; Form VI, *Student Information Form*; Form VII, *Statement of Insurance Coverage* (an affidavit indicating they participate in the University's medical plan or are covered by equivalent coverage); and Form VIII, *Waiver and Release*. Students must provide the internship coordinator with original copies of the following forms: one copy of Form V, three copies of Form VI and Form VII, and one copy of Form VIII. *Each form must be typed and contain original signatures.* The student is also encouraged to submit a professional resume and official transcripts with these forms.
- Students will include a minimum of three (3) recent photographs, color, (approximately 1-1/2" X 2") with the previously mentioned forms. No internship will be processed without the proper

number of photographs.

- Once a potential assignment has been determined, the student is responsible for obtaining from the LEJA *Internship Coordinator* the current name of the *Agency Coordinator*, and the address and phone number of the agency. At the internship coordinator's instruction, the student will contact the agency coordinator to schedule a convenient time for an agency internship interview.
- "*Daily Activity Reports*" (logs) must be *typed* and submitted to the Internship Coordinator each week. The reports should first be submitted to and signed by the Agency Coordinator; therefore, they should be prepared in triplicate. The copies are filed as follows: one (1) copy for agency, original copy forwarded by agency or intern to the university, and one (1) copy retained by the student. Weekly reports may be faxed or mailed to the Internship Coordinator. Agency Coordinators are also welcome to forward the intern's report through her/his professional e-mail address to the internship coordinator (Note: the professional e-mail address will act as a signature and release of information recorded).
- All intern "*daily activity reports*" must include the local address (including WIU e-mail address) and phone number where the student intern may be reached. This information along with pertinent agency information (agency name, agency coordinator's name, title, address, phone number and e-mail address) must be displayed on each report. Interns are responsible for notifying the internship coordinator of any changes in this information during their internships.
- Students are required to submit an internship paper, as outlined under *Internship Summary (LEJA Policy)*, by the designated due date.
- "*Agency Evaluations*" must be submitted to the LEJA internship office, WIU, for each agency before a final grade is given.
- All reports and correspondence should be forwarded to:

Jeff Swanson, Internship Coordinator
Western Illinois University - LEJA
One University Circle
Macomb, IL 61455-1390
FAX: 309/298-1586
j-swanson@wiu.edu

- Student interns should remember that the internship program is a required part of the LEJA curriculum, and therefore availability for interviews and employment may not be acceptable in lieu of internship hours.
- Students will not make news releases regarding any agency or activity in the agency. The cooperating agency and its personnel will make all such releases.
- Throughout the internship experience, interns will be exposed to information that is confidential and/or privileged. Interns will keep that information secret during and beyond the time they are with the cooperating agency.
- Interns should refrain from using their cell phones during internship hours except for emergency purposes. Text messaging during internship hours is strictly forbidden.
- Both the Agency and the University have the right to release or dismiss an intern from his/her duties at any time. Violations of the guidelines, regulations, or requirements of the Agency or University will be considered sufficient cause for dismissal.
- Participating agencies may have special requirements. It is the responsibility of the student to ascertain and comply with these requirements. Information about these agencies can be found in the file for the agency located in the Internship Coordinator's office.

Internship Eligibility

Students in the School of Law Enforcement and Justice Administration may enroll in the fire internship after completing/earning at least ninety (90) hours of college credit (junior status). Included in the coursework *must be* the following:

- a minimum 2.5 gpa
- successful completion of; FS 210, FS 211, FS 212 FS 301, FS 345,
- Completion of at least 75 hours
 - FS 210:Introduction Fire Protection
 - FS 211:Introduction Fire Suppression Tactics & Operations
 - FS 301: Firefighter Safety and Survival
 - FS 212:Fire Prevention Concepts
 - FS: 345:Ethics & Diversity in The Fire Service

Fire Science Interns are strongly encouraged to have completed additional course work about computers, business principles, and communication skills (oral and written).. To compete in the competitive field of emergency services, the student applicants must excel in their academic endeavors. Obviously, the more credentials (assets) the potential interns possess the more attractive they will be to prospective internship agencies. Similarly, it is imperative that prospective interns bring little baggage to the internship application process as possible (i.e., criminal history, alcohol and drug usage, ordinance violations, etc.). Any violation will erode a person's character and credibility and undermines their professional endeavors.

In addition to the requirements listed above, *students will not be considered for an internship if at the time of application they possess a grade point average (GPA) less than 2.25 overall and 2.50 in the Fire major.* Students who have at least a grade point average (GPA) of 2.25 overall and 2.50 in the Fire major at the time of application and their GPA then falls below 2.25 overall or 2.50 in the Fire major may have *their internship canceled.* Students with questions or concerns, or who feel they have an exceptional situation, should appeal to the Internship Coordinator or the Director of the School of LEJA.

Students who transfer to Western Illinois University as Fire majors must complete a minimum of nine semester hours of Fire Science course work at Western Illinois University before their internship. Also, to be eligible for internship students must have completed an *Internship Approval Checklist* with their academic advisor, and have attended the *LEJA Mandatory Internship Meeting* held the semester before the actual field experience (summer and fall internship meetings held in January, spring internship meetings held in September).

Registration

Students must register in advance for FS 490, Internship, and FS 491, Internship Summary, following normal university registration procedures. Failure to register for internship before the start date will result in the cancellation of the internship. FS 490 is not a pass/fail course; a satisfactory/unsatisfactory grading system is used. FS 491 is graded A, B, C, D, or F. In addition, those students who are planning to enroll on campus for the next semester, should pre-register at the appropriate time to ensure class selection. This is neither the advisor's nor the internship coordinator's responsibility. When registering, students should also arrange to pay fees by mail.

Potential student interns must have a minimum *GPA of 2.25 overall and 2.50 GPA in the Fire major* when they go on their internship. Should students find that their GPA has dropped below this level they must notify the *internship coordinator* immediately or they will not receive their preferred assignment when they are again eligible.

Those students who will be last semester seniors during their internship should file for graduation and complete all clearance forms for graduation before leaving campus. Failure to

do this could result in a delayed graduation and release of final transcripts.

Internship Summary (FS 491 Presentation Outline)

All Fire Science interns will be required to give a presentation on their internship experience, PowerPoint or equivalent that evaluates, summarizes, and discusses their internship experience as compared to classroom knowledge gained. The purpose of this paper is for all interns to reflect conscientiously on their internship. This presentation is meant to provide interns an opportunity to express their thoughts, opinions, and views of the internship experience. In addition, through this analysis interns should be able to identify areas of personal growth and maturation. Interns should also comment about any other items/events that played an important part in their internship experience or academic career as it relates to their professional pursuits. The following outline **must be** followed when organizing the presentation (relevant additions are allowed and encouraged):

- I. Introduction to Internship Agency
 - A. Location, size, type of agency, mission
 - B. Personnel, organizational structure, departmental breakdown

- II. Perceptions of Staff Functioning and Relationships
 - A. Discuss how staff functioned as a unit, related to each other
 - B. Explain how staff related to intern, how intern related to staff
 - C. Explain how staff related to the general public, how general public related to staff
 - D. Explain how intern related to general public, how general public related to intern

- III. Perceptions of Staff interaction with public
 - A. Perceptions concerning treatment of public encountered by the staff
 - B. Perceptions concerning treatment of staff encountered by public

- IV. Interesting Case Studies, Events, and/or Experiences
 - A. Major activities, responsibilities, during internship
 - B. Memorable experiences, lasting impressions

- V. View on how Academic Background was of Value during Internship
 - A. Discuss how the required coursework was beneficial during internship
 - B. Discuss those academic requirements, if any,

- which were not useful during internship
 - C. Identify any additional coursework you would have liked to complete prior to internship
- VI. Detailed Personal Critique of Self
 - A. Individual growth
 - B. Professional growth
 - C. Individual performance
 - D. Discuss what was gained from the internship experience
 - E. Explain how your individual performance could have been improved
- VII. Extent that Internship Will Help Plan to Actualize or Implement what was Learned for Future Growth
 - A. Discuss if you still desire to pursue your career goals and objectives
 - B. Discuss how or if your internship changed your attitude or perception of the fire service.
 - C. Discuss how or if you can make a difference
 - D. Discuss how the internship experience will help you be successful in your career pursuits
- VIII. Conclusion
 - A. Explain if you would recommend the internship program to future students
 - B. Having completed the internship, discuss whether you would or would not make the same decisions again
 - C. Other concluding comments

Additionally, interns are encouraged to include documents, video tapes, training materials, and information on their internship agency, or others, they feel would be helpful to the internship coordinator and/or other faculty and students. Interns can also include a section in their paper where they develop an itinerary of activities they experienced or wished they had an opportunity to experience. Basically, interns should start their presentation with an introduction to their internship agency and finish it with a conclusion. In between interns should discuss their internship experiences, what they did, the relationships they built, what they got out of the internship, what they would change, what experiences had the greatest impact, least impact, and of course why or why not to each item. Look in the mirror and ask yourself who are you, what have you done, what are you planning to do, are you happy, and if given the opportunity knowing what you know today would you do it again (turn back the clock and relive the experience)?

Per University regulations, an incomplete grade may be given at the undergraduate level only when the student has failed to complete the course requirements due to circumstances beyond his/her control. The mere failure to complete an assignment does not justify the recording of an incomplete, unless illness or other emergency is the cause. As per the

preceding statement, the grade “U” and/or “F” will be given whenever the required course materials are not turned in by a predetermined deadline.

In order for student interns to receive a satisfactory or passing grade for FS 490 (Nine semester hours), they must complete the following:

- 360 hours, 9 weeks, of practical work experience
- Turn in *Student Midterm Evaluation of Internship* (Form IX) and *Student’s Final Evaluation of Agency* (Form X)
- Turn in *Supervisor’s Midterm Report* (Form IV) and *Agency’s Final Evaluation of Intern* (Form III)
- Turn in 9 acceptable typed *Weekly Activity Reports*

To receive a letter grade for FS 491 (three semester hours), interns must complete the following:

- Internship Presentation as previously outlined
- Professional Resume and Cover Letter
- Appropriate Typed *Weekly Activity Reports* (These reports should be submitted to the Agency Coordinator for approval and mailed or faxed to the Internship Coordinator every Monday of internship.)

Assignment to Internship Agencies

Students will spend five or more weeks with a participating agency approved by the School of Law Enforcement and Justice Administration. Special permission must be granted by the internship coordinator *before* any students are allowed to fulfill their internship with an agency other than those previously approved by the School of Law Enforcement and Justice Administration.

From the approved list of participating internship agencies, students are allowed to select the agency or agencies where they prefer to complete their internships. Participating agencies maintain the right to decide the number of interns and length of participation they will allow for each intern assigned to them. Therefore, the internship coordinator will make the final decision for assignment to an agency with special attention given to the indicated preferences of the student. In addition, the agency maintains the right to deny, without reason, any student recommended to it for an internship.

Types of Internship Activities

Exact activities will be decided by conference between the faculty internship coordinator and the agency internship coordinator. Besides line and staff assignments, interns may conduct studies, prepare reports, and engage in other types of activities normally conducted within the internship agency. Interns should get experience through observation and participation in the routines and practices employed by fire department in providing service to its citizens. The field experience should include experiences with more than one facet of the participating agency. Ideally the internship will include a wide variety of learning opportunities and assignment. The *Internship Activities section of this document* is provided for guidance only and should not be considered inclusive.

The function of the internship program is to provide students with the opportunity to apply and observe the theoretical foundations in a practical setting. Generally, the internship experience confirms the student's career interest. It is equally beneficial to the student who is stimulated to reconsider and avoid job dissatisfaction before pursuing a specific career choice. It is important that the internship agency retains the freedom and flexibility to deviate from the itinerary to maximize the internship experience

Fire Service Internship Activities (recommended)

Interns have been allowed to assist in the completion of contingency plans for response to emergency situations; spend time with the telecommunication section learning how dispatch systems work; perform actual telecommunications with field units and researching computer stored files to compile statistics; perform hydrant inspections; accompany personnel at public education events; strategic planning and shadow officers performing fire inspections. Obviously, the types of activities in which a department will allow a student intern to participate will depend on the agency's setting and activities during the internship tenure.

- First Responder Training and Certification
- Fire ground operations
- Vehicle extrication practices
- Technical rescue
- Hazardous materials response
- Record keeping , report writing & computer training
 - Apparatus inventory and maintenance
 - Fire inspection and code enforcement
 - Public education

The Department's ride-along program should provide the intern with exposure to all shifts and include hands on experience in the following areas:

- Fire Ground Operations
- Provision of Rescue Services
- Provision of Emergency Medical Services
- Hazard Mitigation
- Radio Communication's
- Hazardous Materials Response
- Non-Emergency Fire Company Assignments
- Station and Facility Maintenance
- Equipment Usage and Maintenance
- Fire House Policy and Routines

Interns may observe and participate in the department's fire prevention program and assist with the following activities:

- Permit Conformance Inspections
- Suppression System Acceptance Testing
- Pre-Fire Planning
- Recordkeeping And Data Interpretation
- Public Education Assignments
- Facility Inspection
- Code Review

Interns may assist the department's investigations division by experiencing the following areas:

- Cause and Origin Investigation
- Recordkeeping and Data Manipulation
- Evidence Collection And Storage
- Interviewing Techniques
- Juvenile Fire Setter Intervention

In fulfilling the total internship experience, the intern will also participate in the following:

- Observation of the Local Emergency Dispatch Center
- Attend City Council Meeting, Public Safety Committee Meeting
And City Staff Meeting
- Attend a Zoning Board Hearing
- Records Section Familiarization
- Attend Employee Advisory Committee Meeting

Sample One

Agency Coordinator's Guidelines

Location:

- Before the intern reports to work determine where his/her workstation will be located.
- Prearrange for the intern to have access equipment as necessary
- If nametags or identification plates are used, provide one for the intern.

Orientation:

On the first day the intern arrives for work:

- Personally greet the intern;
- Give the intern a quick tour of the work area;
- Introduce the staff and other personnel;
- Explain any standard operating procedures that the intern should be immediately aware of;
- Hold a short conference to discuss the intern's assignments and answer questions;
- At the end of the intern's workday, take some time to review the day and answer questions.

Work Assignments:

Give primary emphasis to the assignments and projects specified during the initial interview and itinerary. If you should want to change the scope of work by addition, deletion or change in assignments, discuss your thoughts with the intern during supervision sessions. If you mutually agree to the changes, then proceed. When making work assignments, give clear instructions about:

- What you want done;
- How you want it done;
- When you would like it completed.

Weekly Supervision Sessions:

One of your key responsibilities as an agency coordinator is to conduct periodic supervision sessions. Encourage the intern to discuss job related questions, concerns and ideas with you. Review the intern's progress on work assignments from the preceding week. Critique the intern's performance and offer compliments and coaching as the situation dictates.

Feedback:

Giving constructive and complimentary feedback is the core of the supervision and evaluation process. When giving such feedback, consider the following:

- Focus feedback on descriptions of behavior rather than inferences about behavior;
- Focus feedback on describing rather than judging behavior;
- Focus feedback on descriptions of behavior which are in terms of "more or less" rather than "either-or";
- Focus feedback on behavior related to a specific situation, preferably to the "here and now" rather than on behavior in the abstract or "there and then";
- Focus feedback on sharing of ideas and information rather than giving of advice;
- Focus feedback on explaining alternatives rather than providing answers or solutions;
- Focus feedback on the value it might have to the intern, not on the value or "release" it provides you;
- Focus feedback on the amount of information that the intern can use, rather than on the amount that you have and might like to give;
- Focus feedback on what is said rather than why it is said.

Most of the time, plan to give feedback privately so as not to embarrass or humiliate the intern in front of co-workers. Mornings and the beginning of the week are best times to give feedback. Late afternoons and Fridays are the least desirable.

Evaluation:

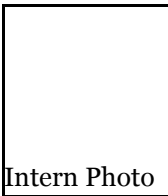
Evaluation of the intern is an ongoing process. The agency coordinator should give the intern some evaluative comments each week. Evaluate the quality of work. Also give the intern feedback about quantity of work, dependability, job knowledge, ability to learn, judgment, initiative, cooperation, attitude, and punctuality.

Mentor:

As an agency coordinator, you have the opportunity to serve as a mentor - one who guides, teaches, and assists in the intern's career development. This can be accomplished by:

- Taking the intern with you to key meetings;
- Introducing the intern to other professionals in your field, both within and outside of your jurisdiction;
- Alerting the intern to job prospects;
- Giving the intern assignments that challenge; and
- Coaching the intern in acquisition and/or further development of work skills.

Every effort is made to create an internship experience that is mutually beneficial to the agency and the student. However, sometimes problems can and do develop. If problems should arise during the student's internship, the *Agency Coordinator* should take early action to resolve the problem and alert the *University Internship Coordinator*.



Sample Two Intern Schedule ABC Fire Department

Name of Intern

Name of University

From 22 August 2011 through 12 November 2011, an undergraduate fire science student from Western Illinois University (*insert intern name, e.g., Intern John Smith*) will be participating in our department's internship program. During this twelve week program, Intern Smith will be afforded the opportunity to observe and participate in a multitude of experiences throughout our agency. This will provide Intern Smith with the total scope of our Department's operations. In return, Intern Smith will be required to prepare a special project for our administrative division. This project will entail . . . (List project activities; e.g., updating records, gathering data, doing research). Intern Smith will accomplish this project throughout the internship.

Intern Smith will be required to promptly report to the scheduled areas on the assigned dates and times. Every Monday, Intern Smith will report to a supervisor to submit the required *university activity report* for approval and mailing or faxing.

Weeks 1 & 2

Receive a tour and introduction to the staff. Have an orientation to the department and its facilities and personnel. The intern will be briefed on program and project information, and experience administration, training and the communications center.

Weeks 3 to 7

Experience the suppression division including different shifts and company districts. This activity can be extended additional weeks or scheduled throughout the duration of the internship. The intern will be involved in the Department's "ride-along program" to observe firefighters handling calls for service, in all facets of fire operations.

Week 8 & 9

Fire prevention. The intern will observe and assist the fire prevention staff in the performance of their duties. Activities ideally will include fire inspection, installed system acceptance testing and public education engagements

Week 10

Training Division-observe, participate and assist in the design and delivery of in house firefighter training programs.

Week 11

The intern should be allowed to experience any other special units or divisions not yet encountered (e.g., Hazardous material team, ARFF Facility)

Weeks 12

The intern should be allowed to choose departments or divisions s/he would like to revisit to gain additional experience/exposure.

On the last day of internship, the *Agency Coordinator* should meet with the intern to review the program, discuss any final details, and collect any departmentally issued equipment (i.e., identification card).

Please Note: The above example is provided only as an aide to the agency coordinator. It is not intended to restrict the department from creating its own individual itinerary.

Weekly Activity Reports

Each week the student intern will be required to submit to the *Agency Coordinator* and then the *Internship Coordinator* a typed weekly activity report (log) summarizing his/her daily activities. This report should be a clear, concise, and accurate account of the types of activities the intern participated in and/or observed.

During the week, interns should make notes of their observations, thoughts, questions, and feelings.* At the end of five working days, interns should type their daily observations being certain to leave out any names, situations, or activities that are confidential. The typed weekly activity report should be submitted to the agency coordinator every Monday for his/her approval and then forwarded to the university internship coordinator. It is the intern's responsibility to make sure weekly reports are forwarded to the university internship coordinator. Weekly reports may be faxed or mailed to the Internship Coordinator. Agency Coordinator's are also welcome to forward the intern's report through her/his professional e-mail address to the internship coordinator (Note: the professional e-mail address will act as a signature and release of information recorded).

Interns should always proofread their reports before submitting them to their agency coordinator for approval. Effective communication skills are mandatory if an individual is to be successful in their career pursuits. Within the fire science field, an individual with inadequate communication skills (oral and written) will endure many frustrations and setbacks during their career (assuming they are fortunate to obtain employment within the field). Therefore, students must work hard during their internship by identifying and correcting their inadequacies to develop into a stronger candidate for employment.

The following weekly report represents a format for a [other formats are acceptable], activity report. The memo heading report sample is the preferred style of the internship coordinator. Interns are encouraged to be creative concerning the overall appearance of their weekly reports. However, each report must contain the following: intern's name, current address (including e-mail), phone number, agency name, agency coordinator's name, address, and phone number. Additionally, each report should be properly numbered and contain a running total of the hours completed.

*If you engage in note taking during your observations, it is recommended that you share your notes with the agency personnel around you and explain why you are maintaining a log, i.e., university requirement. Taking notes during the event may have an effect on what people say and how they act around you.



To: Chief Tim Smith, Internship Coordinator
Anytown Fire Department
55 Main Road
Anytown, IL 61455-1390
(309) 555-1111

From: Intern John Smith
1212 South Street
Brookfield, IL 60513
(630) 555-2222
JS-Smith@wiu.edu

C: Jeff Swanson, Internship Coordinator
Western Illinois University
Fax: (309) 298-1586
j-swanson@wiu.edu

Date: January 23, 2011

RE: Week One, Jan. 17-21
Approximately 32 hours

Monday, January 17, 2011 – Dr. Martin Luther King Holiday, day off.

Tuesday, January 18, 2011 – I began my first day of internship with a tour of the agency and introductions to agency personnel. I spent a good deal of the morning with Lieut. Smith who ran through the departments internship policy rules and regulations. I was taken to each of the five fire stations and shown those facilities. I was also given a brief tour of the each of the fire apparatus in the stations.

Wednesday, January 19, 2011 – I was assigned to Battalion Chief Jones. His shift was scheduled to train on fire hose advancement. I observed several units as they participated in the training scenario. I was then allowed participate in a scenario with two other firefighters. Following the training Lieut. Parker reviewed fire hose information and usage. In the afternoon I accompanied Engine Three on fire inspection details.

Thursday, January 20, 2011 – In the morning I accompanied Lieut. Barnes as he conducted EMS equipment inventory on each apparatus. In the afternoon a report of a house fire came in. I road with Battalion Chief Frank to the fire, we found a one-story brick home that had smoke coming from a back bedroom. A neighbor had called in the fire. In the front yard an elderly woman said that she lived in the house and that a candle had caught her bedroom drape on fire. I watched as fire crews quickly extinguished what they called a room and contents fire. Chief Frank said that this was a relatively minor fire however I was surprised by the amount of smoke damage. After the fire crews had extinguished the fire Lieut. Barton and firefighters Toms and O'Hara performed what they called a cause and origin investigation. I was told that even though the homeowner explained how the fire was started it was necessary to verify that information. The process was time-consuming and the firefighters were meticulous in reconstructing the events that caused the fire. I had always assumed that a fire investigation was only done in instances where arson was suspected. I was surprised that firefighters go to great lengths to determine the cause and origin of all fires.

Friday, January 21, 2011 – I spent the morning with Chief Frank while we reviewed the fire

of the previous day. He went into detail about what each of the responding units were responsible for. We also discussed how he used the incident command system to control the responding firefighters. I was amazed at how many things are done at a fire scene, and how complicated even a small fire is. In the afternoon I was assigned to Unit Five. They and Unit Six were training on CPR. I observed the training and was permitted to participate.

Summary Statement: Even though this week was shorter due to the holiday, I found it very exciting and educational. I was exposed to new things and realized the importance of working together as a team and sharing responsibilities. Although I am only one week into my internship I have already discovered that the daily activities of a fire department are much more complicated than the average citizen would think. I am looking forward to next week's assignment with the personnel on the "C". shift. Where I will be allowed to do a 24 hour ride along.

Agency Signature: _____ Date: _____

Student Signature: _____ Date: _____

Resume

Cover Letter

As the purpose of the résumé is to get you invited to an interview, the purpose of the cover letter is to introduce you to a prospective employer. The cover letter must generate enough interest and curiosity by the prospective employer to not only read your résumé carefully, but to really give it the consideration it deserves. In other words, the cover letter should stimulate interest in the prospective employer to read your résumé and invite you to an interview.

Cover letters should be brief and to the point. The first paragraph has the same initial task as a salesperson, which is to attract attention. It should be direct and convey a sense of self-confidence without bravado and without being too meek. By briefly describing some high points of your background related to the employer's needs, you could establish a connection between what you have to offer and what may be needed. This is where you try to show something special in your qualifications. It tempts the employer to become more interested in your résumé and thus you.

By offering specific evidence, the cover letter tries to convince a prospective employer that you are the right person for the job. Stimulate action by urging the employer to grant you a personal interview at their earliest convenience. Do not try to set a time yourself. Never try to set conditions or make demands before being offered a position. If you find that conditions are unacceptable, you can tactfully refuse the job later.

The acceptable cover letter would include the following:

- The cover letter should be attractively packaged. Make sure your letter is very neat, produced by means of a computer, printed with a laser printer on quality paper, have no misspelled words or grammatical errors, and be well organized. Observe all the rules of formal letter writing. Affix your signature by using an ink pen and keep a copy for yourself.
- The cover letter should be exceedingly positive and forthright throughout. Do not "beat around the bush." The letter should not be over one page long, nor should it consist of only a few sentences.

In addition, you should put enough effort into developing your cover letter to assure that it, and your résumé, will be treated with deserved respect. A poorly constructed cover letter will probably end in the wastebasket, whereas a good letter will stimulate response. If after a reasonable amount of time (two to three weeks) you have not received a response, it is proper to follow up the letter with a telephone call. Even if the employer has no openings now, s/he could refer you to an employer who does.

Never lose sight of the fact that a job is a business proposition. You are offering your energy, talents, and ability in exchange for pay and a stimulating job. A rejection means you just have not yet met an employer who wants what you have to offer.

Résumé Format

Types of Résumé Formats

There is no single formula for writing a good résumé. However, all résumés usually fall into two general categories: chronological format and functional format. One is as good as the other, and each can be done with variation. If your past experiences seem to point in a straight line toward the kind of job you are now seeking, the chronological approach may be used to your advantage. This is the most common format. It has the advantage of being easily adapted to application forms.

If you elect to use the step-by-step chronological format you should begin with your last job first. Use the order that tells *YOUR* story best. You should include dates of employment, names, and locations of employers. Also identify your job and title, a short description of responsibilities and duties, and any special accomplishments or recognitions. Do not be afraid to toot your own horn. Emphasize accomplishments that reflect and underscore your career objective. If you have had many jobs, emphasize the more significant ones.

If your experiences have been unstructured that is, if you have had several wholly different kinds of jobs and environments, the functional approach may be better. With it you can combine common elements of the different jobs under headings that will make sense. For example, a young graduate who may have had seemingly unrelated work experience (e.g., waitress or waiter, lifeguard) could list these experiences under separate heading, "Working with People."

General Points

The importance of the personal résumé in getting a job cannot be overstated. But it is necessary to understand that the purpose of the résumé is *NOT* to get you the job, but to get you invited to an interview for the job.

The résumé should make you stand out among all the other job applicants. It should assure a prospective employer that you are a person s/he would like to get to know better and perhaps hire. The résumé provides you an opportunity to display and market your assets in a way that is personal, businesslike, professional, attractive, correct, and thorough. It is a full representation of you and makes the prospective employer want to meet you to learn more.

As mentioned earlier, there is no single formula for writing a good résumé. In addition, there is no such thing as a perfect résumé. There are good ones and better ones, but none that could not be improved upon in one way or another. There are many different perspectives on what should and should not be included in a résumé; however, some features are common to all successful résumés. Remember, the purpose of the résumé is to get you invited to an interview. Also keep in mind that hiring is not done strictly based on qualifications. Hiring means selecting the person who appears all-around best suited for the job during an interview. Most employers feel that individuals who lack certain skills can be taught these skills. Employers want trainable applicants with enthusiasm, initiative,

dependability, resourcefulness, leadership abilities, honesty, and willingness to work. A combination of these traits, job skills, and know-how is what an employer wants.

Therefore, the résumé is more than a simple listing of jobs and other experiences you have had. Employers are as interested in how you have benefited from experience as in what are your best qualities. Developing an outstanding résumé, particularly when there is no clear pattern to your experiences, abilities, strengths and interests can be difficult and frustrating. But, on the other hand, it is an opportunity to write your own ticket to success.

When writing your résumé, consider the following recommendations:

- Always be completely accurate and truthful in what you write. Falsehoods, exaggerations, and misrepresentations will catch up with you. It is advisable not to include anything that is negative or would reflect badly upon you. In the résumé, and especially in the interview, it is difficult to know where to draw the line between the whole truth and not volunteering information.
- Remember a résumé that can be sent to many employers is frequently so general that it fails to impress anyone. Use today's computer technology to personalize your résumé for each job you are applying.
- Say only what needs to be said in the résumé and no more. You want the employer to invite you to an interview to find out more. The résumé should not be more than two typewritten pages with plenty of white space and wide margins. Many employers like to see only one page résumés.
- Do not explain job changes or include a picture of yourself. Do not state salaries, religious affiliations, or list references.
- Always request another person to review your résumé, make comments, give suggestions, and proofread.
- Be exceptionally neat. The résumé should be produced by means of a computer, printed with a laser printer on good quality paper, have no misspelled words or grammatical errors, and be well organized. The final résumé should have the polished look of a professional.

Essential Components of the Résumé - Major Headings

Personal Information

This section of your résumé should contain the following information:

- Your full name
- Your complete home address
- Your area code and phone number

- Your fax number and/or e-mail address

Other information such as height, weight, marital status, sex, health status, etc., should *NOT* be included unless there is a specific reason for doing so.

Career Objective

This should be a well developed statement about the type of position you are seeking. It is not a long-range goal, but a short-range and specific objective. Your objective statement is important. No employer wants someone who does not know what s/he wants. The objective statement should describe the following: Job Function (kinds of tasks you want to do by title or description), and Type of Employer (e.g., small, large, government agency, etc.).

The importance of a precise, articulate, and well formulated objective statement cannot be over emphasized. This is one quality that can cause your résumé to be selected over all the rest. It is important because the rest of your résumé should point to your objective. Once you have determined your objective, the rest will be easy because the objective decides what should be included.

Additionally, because it may be difficult to develop a complete objective statement, you may consider incorporating your objective within the body of your cover letter. This provides the option of having a more specific and descriptive objective statement. Thus you can explicitly express your credentials/assets and how they relate to your career pursuits.

Education

Use judgment to decide what to include. You may wish to include all the schools you have attended, or only the ones from which you received a degree. You may want to mention some courses that are relevant to your career objective. You also might want to mention any other pertinent training or special programs in which you participated. If your overall grade point average (GPA) and/or GPA in your major field of study are respectable and/or outstanding, you should list it in your résumé because it will be a major selling point. Remember, whatever you list within your résumé will be verified. Be certain that you can recall the subject matter or explanation of any classes, awards, honors, or publications you list.

Professional Experience

Here you would include any type of practical experience gained through an internship, cooperative, or practicum experience that relates specifically to your career objective.

Work Experience/Employment History

Here the two types of résumés, chronological and functional, take divergent formats. If you use the chronological approach you will usually begin with your last job. Give inclusive dates, names and location of employer, job and title, a short description of responsibilities and duties, and any special accomplishments, merits, or recognition. Emphasize those

accomplishments that reflect your stated objective. Include anything that you accomplished by yourself or which was accomplished with your help.

The functional approach, which is centered on accomplishments, is used when it presents your case more impressively. For example, if you have had seemingly unrelated work experience (e.g., baby sitting, life guard, waitress, waiter, etc.) you could list these experiences under the separate heading, "Working with People."

Personal Interests or Extracurricular Activities

Use this section to reveal personal things that will help your prospective employer relate to you as a person. Such things as your hobbies, what sports you enjoy, what kinds of books you like best, raising funds for your sorority or fraternity, or any other items that may make you stand out from other applicants with similar qualifications should be highlighted in this section. This section can be particularly useful as an *icebreaker* in the interview.

References

It is better to identify references later, when asked. Therefore, use the following statement for this section: *References available upon request*. Remember, some references may be better than others for a particular job. Moreover, when you give references, be certain to get their permission to be used as references and let them know as you leave their names with employers. Keep in mind that these contacts will be asked for additional acquaintances of yours. Also, when you do give references, you should list your former boss; if you do not, you may be suspect.

There are many other details that could be included within your resume (i.e., date of résumé, any articles published, etc.). You may need to use your own judgment about whether they support your objective and strengthen your case. You should begin developing your résumé well before you will actually need it. By maintaining an up-to-date and polished résumé you can be certain that it will represent your best efforts and that it will be a document that you can present to a prospective employer with pride.

Remember, a résumé must be error free. Be sure to have your résumé critiqued by someone else. This individual will check for errors that you have overlooked and can possibly give you suggestions for improvement.

Sample Cover Letters and Résumés

The following samples, four through seven, represent two different cover letters and résumés. These samples are intended to aid students in developing their cover letters and résumés. Students can develop and produce a quality product if they take advantage of their university's placement services, library, and computer equipment and programs.

Sample Cover Letter

Your Present Address
City, State and Zip Code
Date

Contact Person
Title
Name of Agency
Address
City, State and Zip Code

Dear Contact Person (Title or Mr., Ms.):

I am applying for the position of safety officer advertised on July 24 with the School of LEJA and the Career Services Office at Western Illinois University. The position seems to fit very well with my education, experience, and career interests.

I have recently completed an internship with the Anytown Fire Department, and have received my Bachelor of Science Degree from Western Illinois University, Fire Science and Administration. During my internship, I had the opportunity to work specifically with the inspection division. This allowed for hands-on experience in loss prevention. Staff teamwork and communication skills were vital points learned. I also observed how various agencies such as fire departments, electrical inspectors and insurance companies work together to prevent work place accidents

My past work experience and educational background emphasizing, fire prevention and workplace safety have reinforced my desire to pursue a professional career the safety industry. My enclosed résumé provides more details on my qualifications. I am confident that you will find my background and career goals to match your job requirements well. I strongly believe that I can do the job effectively and be a valuable asset to your agency.

I would appreciate a personal interview with you to discuss further my qualifications and to learn more about this opportunity. I shall call you next week to see if a meeting can be arranged. Should you need to reach me, please feel free to call me at 309/555-1234 or e-mail me at k-johnson@wiu.edu. If I am not in, please leave a message on my voicemail and I will return your call within a day.

Thank you for your consideration. I look forward to speaking with you.

Sincerely,

Kate Johnson
309/555-1234
(k-johnson@wiu.edu)

Katharine T. Johnson

1223 88th Street
Western, IL 61455
309/555-1222
kt-johnson@wiu.edu

Sample Six

- Objective:** To acquire an entry-level security administration position that offers responsibility, creativity, personal growth, and advancement.
- Education:** Western Illinois University, Macomb, Illinois 61455
B.S. Fire Science & Administration, May 2011; Grade Point Average 3.55/4.0
- Professional Experience:** Internship: Anytown Fire Department. Emphasis was placed on administrative functions supporting fire prevention suppression and accident response. Detailed experience in record keeping, data systems and GIS mapping.
- Work Experience:** Senior Resident Assistant, Western Illinois University (Aug. '09 – Dec. '10)
- Established and developed a community within the residence hall.
 - Responsible for the duty group and for emergency and crisis situations.
 - Plan and implement a Fire safety corp program to assist with community development..
- Office Assistant, KT Incorporated, Western, Illinois (May '08 – Aug. '08)
- Reviewed audit reports for accuracy.
 - Reviewed canceled checks to balance the accounts payable ledger.
- Honors and Achievements:**
- College of Education and Human Services Dean's List for Distinctive Scholars, 2008 through 2011
 - Above All University Average, 2008 - 2011
 - Alpha Phi Sigma (National Criminal Justice Honor Society)
 - Chicago Chapter - American Society for Industrial Security Scholarship Recipient 2010
- Activities:**
- Tutor, Alpha Phi Sigma
 - Student Government - Olson Hall
 - WIU Pre-Law Society
- References:** Available on request

Marianne E. Johnson

me-johnson@wiu.edu

Current Address:

1234 Olson Hall
Western, IL 61455
309/555-1212
1122

Permanent Address:

1234 Home Street
Western, IL 61455
309/555-

Education:

Western Illinois University, Macomb, Illinois 61455
Candidate for Bachelor of Science May 2011
Double Major: Law Enforcement and Justice Administration,
Sociology
Grade Point Average 3.65/4.0

Computer Skills:

Turbo Pascal, Excel, WordPerfect, Microsoft Word, Paradox for
Windows, Lotus 1-2-3, MS Publisher, MS Excel, Harvard Graphics,
dBase

**Professional
Experience:**

Internship: 9th Judicial Circuit, Department of Probation and Court
Services, Anytown, Illinois January 2011 through April 2011.
Responsibilities as an intern included working with the juvenile
probation division to gain hands-on experience in screening of
offense reports, contacting victims, developing a case plan, case
supervision, court procedure, and inner agency cooperation. I also
observed how various agencies such as court services, police,
attorneys, schools, and counselors strive to meet the best interest of
the child and the family.

Work Experience:

08/09 – 12/10

Student Housing Office, Western Illinois University, Macomb,
Illinois

- Mail Courier - Responsibilities included collecting and
delivering interdepartmental mail between residence halls,
administrative buildings, and the housing office.

05/08 - 09/08

Smith Rentals, Anywhere, Illinois

- Clerk and Delivery Person - Responsibilities included
sales, delivery of merchandise, minor repair work, and
follow-up on delinquent accounts.

Activities:

2009 -Present

Alpha Phi Sigma, National Criminal
Justice Honors Society, WIU Chapter, Macomb,
Illinois, Chapter Vice President

- Design and implement programs promoting scholarship
achievements and strong organizational participation

2008 - 2010

Western Illinois University Student Government Association

Honors:

2009-2011

2010

2009

The National Dean's List

Blue Key National Honor Fraternity

Talent Grant Recipient

References:

Available on request

Interviewing Tips

No matter how impressive your academic record or past experiences may look on paper the interview is usually the decisive matter. It may be the only chance you will have to convince an employer that you are the right one for the job. Here, then, are some crucial points to remember:

- Preparation is the critical element to a successful interview. Learn all you can about the organization. This way, you can speak intelligently about your prospective employer's needs and how you fit those needs.
- Keep in mind that first impressions have a tremendous impact and that your manner and appearance are very important. Additionally:
 - be punctual, turn off your cell phone, and
 - dress accordingly (hair should be clean and neat; jewelry kept to a minimum and aftershave or perfume should be subtle).
- Do not forget that you are selling yourself in an interview.
 - Concentrate on radiating energy, enthusiasm, and self-confidence from the minute you enter the room while continuing to act naturally.
 - Smile and shake hands firmly, looking the interviewer straight in the eye.
 - Maintain eye contact throughout the interview.
 - Sit relaxed, yet in an alert position. Remember, body language may speak louder than words.
- Emphasize what you can do for the organization. Do not miss an opportunity to relay facts about yourself that will show you can get the job done.
- Ask questions, finding out exactly what the job entails and the type of training you will receive.

In the majority of instances, the result of the interview will be mailed to you. If you should be denied the job, do not immediately blame yourself, assume something is wrong with you, or conclude that you will never get a job. A rejection is rarely personal. Usually, you lack the necessary skills or experience, or they have someone better suited for the position. However, do review the manner in which you conducted yourself during the interview. Try to decide where and how you might improve. Again, I remind

you of the fact that a job is a business proposition. You are offering your energy, talents, and ability in exchange for pay and a stimulating job. A rejection means you just have not yet met an employer who wants what you have to offer.

Telephone Techniques

There may be several occasions in your internship or job search when you will be required to use the telephone. It will be necessary for you to contact a prospective internship agency to schedule an interview. For job purposes, never apply for a job over the telephone. Go in person, even if it means waiting until the employer has time for you.

Skillful use of the telephone is very important. It is frequently the first contact you will have with your prospective internship agency or employer and the time you will be creating first impressions. The prospective employer will base a mental picture of what you are like on what you say and your voice qualities. A small, hesitating voice will foster certain negative impressions. A pleasant, warm, and courteous voice will also create a certain image of you. The following pointers can help improve your telephone skills.

- Plan your call. Have the purpose of your call firmly in mind. Have a mental outline of the points you wish to cover.
- Greet the person pleasantly. Identify yourself promptly and state the purpose of your call.
- Speak distinctly, not rapidly, and keep your voice well modulated. Try to convey an attitude of friendliness, enthusiasm, and warmth. Avoid sounding nervous and hesitant.
- Listen attentively and acknowledge comments appropriately. If you do not hear or understand something, ask the individual, "Repeat that please." Verify important details and take notes if necessary.
- Keep your call brief, but not hurried, and close the call pleasantly.

Like any other skill, conducting telephone conversations usually improves with practice. Rehearsing what you want to say before actually placing the call may help. When making the call, it is a good idea to write down the person's name and mention it during the conversation when appropriate to make your relationship more personal. No matter the outcome of your conversation, you should end the conversation with a friendly and pleasant attitude, thank you for your consideration. This will help the prospective employer remember you for consideration should other openings occur.

Steps in the Internship Process

The following items are presented as a review of the internship process. Student interns should follow these and the other suggestions (guidelines) discussed throughout this manuscript to ensure a quality experience and achieve the best job references by the conclusion of their field experience. Do not take the internship experience for granted. Make a good impression by taking pride in what you do.

1. Prospective interns must attend the mandatory internship meeting held within two weeks after the semester begins (i.e., Summer/Fall interns attend the internship meetings held in January and spring interns attend the September meetings).
2. Prospective interns should complete (typed) the required internship forms (necessary copies) including original signatures and photographs.
3. The prospective intern must sign-up for an interview with the Internship Coordinator to submit the required paperwork. An internship file will be established and after careful consideration one set of the student's paperwork will be forwarded to the prospective internship agency.
4. Within two weeks after your paperwork has been mailed, you should contact the agency to schedule an interview with them. The internship coordinator will provide the agency coordinator's name and phone number. If contacting the AC by phone, you could introduce yourself as follows: Hello Mr. Smith. This is Kate Johnson a fire science major at WIU. I have met with Professor Swanson, the LEJA Internship Coordinator, and requested that he forward you my internship paperwork for fall 2011 consideration. He has informed me that he has done that and I was calling you to confirm your receipt of my paperwork, confirm internship availability, and to arrange an appointment at your convenience to discuss my internship request. When would be a convenient time to meet with you to discuss my internship request? Thank you and I look forward to meeting with you this Friday at 9:00 a.m. in your office.
5. After you have established an interview date and time, notify the internship coordinator through e-mail and inform him of your plans.
6. After you have completed the agency interview, you will immediately contact the internship coordinator through email and inform him of the results.
7. A week or two before you begin your internship, notify your agency coordinator of your intended arrival and time. This is simply a reminder so they can expect you and will be prepared.
8. Submit typed weekly activity reports after completing each week of internship (e.g., work five days, take two days to prepare report, have it signed by your Agency Coordinator, fax, U.S. Mail, or email it to the Internship Coordinator). Each report must include the address and phone number where you can be

reached (including e-mail) and the complete name, address, and phone number of your agency. A copy of your itinerary should be included with your first report if you received one.

9. Complete and send "Midterm Evaluations" (Forms IV and IX), after the conclusion of the fifth week of internship.
10. Postmarked by the required date, submit your "Final Evaluations," cover letter, résumé, and internship paper to the internship coordinator.
10. At the conclusion of your internship forward the last weekly report to the internship coordinator. Remember to return any department property to your agency coordinator, including any departmental identification materials. You are encouraged to send a personal thank you letter to your agency coordinator and all other appropriate agency representatives.