

## LSFSC Intern Projects – “Intern expectations”

During the internship, the undergraduate student should meet with partners, local land managers and project scientists to better understand careers in natural resource management (in fire-dependent ecosystems).

Interns should participate in formal reflective exercises designed to maximize the benefits of the internship to the student. For example:

1. *Early internship* - assessing and adapting goals. What expectations or "misconceptions" did you have about your internship that you recognize now after working for a couple of weeks? How are you reacting to or changing what you do? Have your goals changed?
  2. *Experience mid-way through internship* - Describe one challenging experience you've had so far in your internship and how you've handled it. Describe one positive experience and what you've learned from it.
  3. *End of internship reflection* - How did the internship impact your career goals? What do you know about yourself? Your strengths? Your role within a team? Working effectively with others? Adapting to a new culture?
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## LSFSC Intern Projects Lessons learned:

1. Manager-scientist relationships are more easily facilitated when each side is familiar with each other prior to developing a partnership.
2. Manager-scientist relationships can be relatively easily facilitated with clear communication and empathy about the needs of each side.
  - Manager requires a useable product; scientist requires publication
  - Manager requires a product in a timely fashion; academic may prefer student training
  - Manager should be kept abreast of progress at all times
3. Manager may be much more supportive of student interns than one might expect, especially if they are supervised elsewhere.
4. Be aware of the constraints on the student intern in completing the project in the context of the rest of their life!