

Fall 2023 LDST 489 Syllabus

<p>Kerstin Soderlund Associate Dean, Student & External Affairs Jepson School of Leadership Studies Jepson Hall, room 123 ksoderlu@richmond.edu 804-287-6082</p>	<p>Beth Chancy Senior Associate Director/Career Advisor Career Services Tyler Haynes Commons, Suite 206 bchancy@richmond.edu 804-289-8547</p>
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Purpose

The internship is an important component in the Jepson academic experience. Internships provide a unique educational opportunity to apply theory to practice and critically assess and revise theory in light of practical experiences. It offers students a chance to exercise and observe leadership in an organization. It also enables students to explore professional fields/industries of interest.

Course Description

This ½ unit post-internship course is designed to help students analyze and articulate the ways in which their leadership studies informed their understanding and performance at their internship, consider how to leverage their internship experience in regards to post-graduate employment or other post-graduate pursuits, and continue their professional development. Students will complete academic assignments that require them to apply leadership studies theories and concepts to their internship experience.

DOCUMENTS AND REFLECTIONS FROM SUMMER 2023 INTERNSHIP

Supporting Documents for Internship (75 points total)

- **Learning Contract** - This document should be completed and filed by the end of the first week of the internship. It is designed to clarify your role requirements. (25 points)
- **Internship Site Evaluation** - This evaluation is due at the conclusion of your internship. (25 points)
- **Site Supervisor Evaluation** – Dr. Soderlund will solicit an evaluation from your supervisor as you are ending your experience. (25 points)

Weekly Structured Reflection for Internship (50 points each – 300 points in total)

Six topical reflections were required over the course of the internship, two of which needed to be Theory into Action.

FALL 2023 REQUIREMENTS/ASSIGMENTS

Class Participation (100 points)

Contributions to class that advance the class discussion are valued more than sheer quantity of participation. Advancing the class discussion can take several forms, from calling attention to something important we haven't talked about yet, to answering a question posed by the instructor, to asking a factual or interpretive question of relevance to the discussion, to stating (and giving

reasons) why you think you disagree with another student or the instructor. We have several guests, including Jepson alumni, joining us this semester and we want to be respectful of the time that they are taking to be part of our discussions.

Career/Post-Graduate Opportunity Events (50 points each - 100 points in total)

You need to attend TWO career/post-grad/professional development events this semester.

Things that count to fulfill this requirement:

- Events that are being offered by Career Services OR via Handshake. You'll find within Handshake there are not only UR specific career events but events being offered by other organizations/agencies.
- Scheduled advising appointments with UR Career Counselors.
- Graduate school or other post-graduate opportunity programs being offered by Robins, A&S, the Law School or particular academic departments. Jepson Scholars Info Session would also fulfill this requirement.

What you need to do to fulfill this requirement:

- Go into "Assignments" in the Fall 2023 Internship Blackboard course and you will find two assignments – Career/Post-Grad Event 1 and Career/Post-Grad Event 2.
- For each event you attend
 - Click on the assignment
 - Hit the "Write Submission" button
 - In the text box, type the name of the event you attended, the date of the event you attended, and three-four things you learned/took away from the event
 - Hit SUBMIT when finished (this is very important so that it is transmitted and visible to Dr. Soderlund)

Internship Video Presentation (100 points)

Due Date: Upload by Friday, September 22, 2023

We want to provide you an opportunity to highlight key experiences, moments, insights, etc. from your internship, which is good practice in regards to how to articulate about your internship experience as you start looking for jobs or other post-graduate opportunities. To do this, we would like you to craft a short video presentation that that we HOPE to share with members of the Class of 2025 before they complete their Jepson internship (if you give your permission). This provides you the opportunity to share the things you enjoyed, relished, and/or toiled about at your internship, and it will help inform and educate the next group of interns about opportunities in fields/industries that they may not have considered.

As you prepare your video, you do not need to worry about discussing particular theories, etc. I encourage you to think about what you would have wanted to hear about your internship before you started; what did you learn about the field/industry as well as full-time employment that you would have liked to know about before you completed your internship.

Requirements for Presentation

- Length: 5-7 minutes
- Visual Element: Please include visuals (PowerPoint, Prezi, poster, etc.) that illustrate and/or elaborate on points you include in your presentation. (20 points)
- Summary of Internship: Succinctly describe your organization and your basic responsibilities/role. (30 points)
- Impactful Moments & Insights: You might discuss greatest lesson learned, most difficult or challenging moment/assignment, the most exciting and fulfilling moment/assignment, conclusions you reached about the organization and/or industry/field, a combination of some of these things, or other things you think would help your classmates understand your experience, what you gained, what working in your field/industry might entail, etc. (50 points)

Once filmed, you will need to upload your video into the appropriate class section folder (you will be the one to select how you would categorize the industry/field in which you worked).

Theory Into Action Paper (150 points)

Due Date: By Friday October 6, 2023 via Blackboard

This document should be 5-7 pages, double-spaced and should include citations to relevant literature and sources. You may use any citation style you choose.

1. Describe the context of your organization clearly. This includes:
 - a. traits of individuals in the organization (physical characteristics, personality, experience, leader and follower behavior)
 - b. relationships between individuals (group identity, intimacy of leaders' relationships with followers, leaders perceived legitimacy)
 - c. structure of the organization (who has formal power over whom, recruitment and promotion, compensation by position, who interacts with whom internal to the organization, social connections to individuals outside of the organization)
 - d. situational factors
 - e. the physical space/environment where the organization is located OR the virtual space/environment (platforms/programs used for remote work)
 - f. the tasks in which organization members are engaged. (20 points)
2. Select a theory that you think is particularly relevant to describing the operation and effectiveness of your organization. Your options include but are not limited to:
 - a. Trait theories (height, (emotional) intelligence, knowledge, personality, etc.)
 - b. Behavioral theories (relationship vs. task orientation, transactional vs. charismatic/transformational leadership)
 - c. Contingency theories (how relevance of particular traits depend on the situation)
 - d. Relationship theories (social exchange/LMX, social identity theory, social network theory, crowd behavior, theories of leader legitimacy, power and corruption)

- e. Cognitive theories (implicit leadership theory, cultural leadership theory, role congruity theory, romance of leadership-i.e. do followers overestimate how much leadership matters)
- f. Evolutionary theory (proximate vs. ultimate interpretations of leadership and followership, comparison to non-humans)

Give a comprehensive description of the main assumptions and predictions of the theory. Cite existing evidence supportive of the theory **from both literature AND examples from your site.** (40 points)

3. Apply the theory to the operation and effectiveness of your organization. How well does the theory do, at least qualitatively? Where do you think the theory you selected falls short? Where other theories might perform better? (40 points)
4. Identify insights gained from application of the theory you selected to your internship experience. How might the understanding of the theory you selected help surmount problems in the organization? Or improve leadership and leader-follower relationships? (40 points)
5. Make certain that your assignment has a clear and logical organization, makes use of free and effective transitions between ideas, is free of grammatical, punctuation, and/or spelling errors, and includes citations to relevant literature and sources. (10 points)

Sorting it Out Yourself & Articulating to Others (100 points)

Presentation Due Date: For Class Week of November 6, 2023

Often times at new jobs, graduate programs, or post-undergrad internships or experiences you will get some orientation and training, but you also end up sorting out many things – particularly platforms/software, resources, and/or processes - on your own. And then you may be asked to provide feedback about the platforms/software, resources, and/or processes as the organization evaluates whether to continue with those or to explore others. So with this assignment, you will explore platforms/resources that can be useful to you now as you consider post-undergraduate opportunities and will be also be available to you as a UR alum. You and a small group will dive into one of the following platforms/resources:

- VMock Career Fit (new to Career Services)
- Big Interview (new to Career Services)
- Going Global
- Handshake
- Vault

and provide to us what the CIA calls a BLUF report (Bottom Line Up Front). Essentially, with your group you will consider the following items for the platform/resource your group selects:

- Did the platform/resource provide any information on ‘getting started?’ Was this easy to locate and access? What are highlights from this information. (25 points)
- Why would you recommend this platform/process? If you would not recommend this platform/process, why not? (25 points)

- Who is the audience for this platform/resource? Who would benefit most from what it has to offer? (25 points)

Your team will have 5-7 minutes to present your BLUF report to your section of internship class the week of November 6th. You'll be evaluated on the succinct and thoughtful presentation you share with the class. (25 points)

Ethics Assessment (up to 100 points)

Due Date: By the end of the designated final exam period for your section of LDST 489

On Friday, December 8, 2023, you will find an “Ethics Assessment” in Blackboard under “Assignments.” This assessment must be completed by the designated final exam date for your section of LDST 489.

Assessment

Your grade for LDST 489 is based on the quality of your assignments and their completion by the assigned due date, participation in all internship class meetings and required activities, and submission of all required forms.

98-100	A+	74-77	C
94-97	A	70-73	C-
90-93	A-	68-69	D+
88-89	B+	64-67	D
84-87	B	60-63	D-
80-83	B-	< 60	F
78-79	C+		

REQUIRED V OPTIONAL CLASSES

On the weekly class schedule, you will see there are REQUIRED classes that all will attend and then there are three OPTIONAL classes. Students will identify – during the second week of class – two of the three optional classes they plan to attend, though students are welcome to attend ALL of the optional classes if they choose.

HONOR CODE

The University’s Honor Code prohibits the use of any unauthorized assistance. For this course, the use of text-generating artificial intelligence tools (such as but not limited to ChatGPT) is considered unauthorized assistance and using it in connection with any assignment that you submit for this course will be considered an Honor Code violation. This includes the use of generative AI for any stage of the work from conception to conclusion.

Week of:	Topic & Assignments
Week 1: August 28, 2023 Monday, 8/28 Tuesday, 8/29 Thursday, 8/31	REQUIRED: Evaluating & Negotiating Offers <i>Guest: Beth Chancy, Associate Director, Career Services</i>
Week 2: September 4, 2023 Monday, 9/4 Tuesday, 9/5 Thursday, 9/7	REQUIRED: Reflecting on the Internship Experience
Week 3: September 11, 2023 Monday, 9/11 Tuesday, 9/12 Thursday, 9/14	REQUIRED: Asking for & Using Feedback
Week 4: September 18, 2023 Monday, 9/18 Tuesday, 9/19 Thursday, 9/21	REQUIRED: The Search Continues... <i>Guest: Beth Chancy, Associate Director, Career Services</i> DUE BY 9/22: INTERNSHIP VIDEO DUE (Blackboard)
Week 5: September 25, 2023 Monday, 9/25 Tuesday, 9/26 Thursday, 9/28	OPTIONAL: Thinking About Grad School <i>Guests: Jepson alumni (participating alumni listed in Blackboard)</i>
Week 6: October 2, 2023 Monday, 10/2 Tuesday, 10/3 Thursday, 10/5	OPTIONAL: Tips from a Recruiter <i>Melissa Cramer, '11 – Talent Strategy & Leadership Recruitment at Tiffany's</i> DUE BY 10/6: THEORY INTO ACTION PAPER (Blackboard)
Week 6: October 9, 2023 Monday, 10/9 Tuesday, 10/10 Thursday, 10/12	OPTIONAL: Revisiting/Reconsidering Your STRENGTHS
Week of October 16th – NO CLASSES FALL BREAK	
Week 9: October 23, 2023 Monday, 10/23 Tuesday, 10/24 Thursday, 10/26	REQUIRED: Personal Finance ~ Part 1 <i>Guest: Dan Fabian, Associate Dean, Richmond College</i>
Week 10: October 30, 2023 Monday, 10/30 Tuesday, 10/31 Thursday, 11/2	REQUIRED: Personal Finance ~ Part 2 <i>Guest: Dan Fabian, Associate Dean, Richmond College</i>
Week 11: November 6, 2023 Monday, 11/6 Tuesday, 11/7 Thursday, 11/9	REQUIRED: Sorting It Out Yourself & Articulating to Others

Week 12: November 13, 2023 Monday, 11/13 Tuesday, 11/14 Thursday, 11/16	Topic TBD (over semester)
Week of November 20th – NO CLASSES THANKSGIVING BREAK	
Week 14: November 27, 2023 Monday, 11/27 Tuesday, 11/28 Thursday, 11/30	DEI in the Workplace <i>Guests: Staff from Student Center for Equity & Inclusion</i>
Week 15: December 4, 2023 Monday, 12/4 Tuesday, 12/5 Thursday, 12/7	REQUIRED: Transition to Real World
FINAL EXAM Monday Section – Tuesday, 12/12 Tuesday Section – Monday 12/18 Thursday Section – Monday 12/18	DUE BY DESIGNATED DATE OF FINAL EXAM Ethics Assessment

Common Syllabus Insert

Awarding of Credit

To be successful in this course, a student should expect to devote 10-14 hours each week, including class time and time spent on course-related activities.

registrar.richmond.edu/services/policies/academic-credit.html

Disability Accommodations

Students with a Disability Accommodation Notice should contact their instructors as early in the semester as possible to discuss arrangements for completing course assignments and exams.

disability.richmond.edu/

Honor System

The Jepson School supports the provisions of the Honor System. The shortened version of the honor pledge is: “I pledge that I have neither received nor given unauthorized assistance during the completion of this work.”

studentdevelopment.richmond.edu/student-handbook/honor/the-honor-code.html

Religious Observance

Students should notify their instructors within the first two weeks of classes if they will need accommodations for religious observance.

registrar.richmond.edu/planning/religiousobs.html

Addressing Microaggressions on Campus

Microaggressions are the everyday verbal, nonverbal, and environmental slights, snubs, or insults, whether intentional or unintentional, that communicate hostile, derogatory, or negative messages to target persons based solely upon their marginalized group membership.¹ Recent research has found that, when professors do not address microaggressions in class, microaggressions foster alienation of marginalized groups.² Furthermore, both students and faculty that are exposed to microaggressions more often are more likely to have depressive symptoms and negative affect (a negative view of the world).³ A comfortable and productive environment where meaningful learning happens can be collectively created through actions, words, or environmental cues that promote the inclusion and success of marginalized members, recognizing their embodied identity, validating their realities, resisting sexism, ableism, and racism.⁴

The University of Richmond is committed to building an inclusive community. To this end, the Student Center for Equity and Inclusion (SCEI) was created in 2021 and offers ongoing support and assistance for a diverse student body.⁵ With this in mind, as a community member at the University of Richmond, I pledge to address microaggressions in the classroom by holding myself, other students, and faculty accountable for what is said and being receptive to criticism when perpetuating these slights, snubs, or insults.

¹Sue, S., Zane, N., Nagayama Hall, G. C., & Berger, L. K. (2009). The Case for Cultural Competency in Psychotherapeutic Interventions. *Annual Review of Psychology*, 60(1), 525–548. <https://doi.org/10.1146/annurev.psych.60.110707.163651>

²Bergom, I., Wright, M.C., Brown, M.K. and Brooks, M. (2011), Promoting college student development through collaborative learning: A case study of *hevruta*. *About Campus*, 15: 19-25. <https://doi.org/10.1002/abc.20044>

³Nadal, K. L., Griffin, K. E., Wong, Y., Hamit, S., & Rasmus, M. (2014). The Impact of Racial Microaggressions on Mental Health: Counseling Implications for Clients of Color. *Journal of Counseling & Development*, 92(1), 57–66. <https://doi.org/10.1002/j.1556-6676.2014.00130.x>

⁴Rolón-Dow, R. (2019). Stories of Microaggressions and Microaffirmation: A Framework for Understanding Campus Racial Climate. *NCID Currents*, 1(1). <http://dx.doi.org/10.3998/currents.17387731.0001.106>

⁵ <https://inclusion.richmond.edu/>

ACADEMIC AND PERSONAL SUPPORT SERVICES

If you experience difficulties in this course, do not hesitate to consult with me. There are also other resources that can support you in your efforts to meet course requirements.

Academic Skills Center (asc.richmond.edu): Academic coaches assist students in assessing and developing their academic and life-skills (e.g., critical reading and thinking, information conceptualization, concentration, test preparation, time management, stress management, etc.). Peer tutors offer assistance in specific subject areas (e.g., calculus, chemistry, accounting, etc.) and will be available for appointments in-person and virtually. Peer tutors are listed on the ASC website. **Email** [Roger Mancastroppa \(rmancast@richmond.edu\)](mailto:rmancast@richmond.edu) and [Hope Walton \(hwalton@richmond.edu\)](mailto:hwalton@richmond.edu) **for coaching appointments in academic and life skills.**

Boatwright Library Research Librarians: (library.richmond.edu/help/ask/ or 289-8876): Research librarians help students with all steps of their research, from identifying or narrowing a topic, to locating, accessing, evaluating, and citing information resources. Librarians support students in their classes across the curriculum and provide individual appointments, class library instruction, tutorials, and [research guides](http://libguides.richmond.edu) (libguides.richmond.edu). Students can [contact an individual librarian](#) (library.richmond.edu/help/liaison-librarians.html) or ASK a librarian for help via email (library@richmond.edu), text (804-277-9ASK), or [chat](http://library.richmond.edu/chat.html) (library.richmond.edu/chat.html).

Career Services: (careerservices.richmond.edu or 289-8547): Can assist you in exploring your interests and abilities, choosing a major or course of study, connecting with internships and jobs, and investigating graduate and professional school options. We encourage you to schedule an appointment with a career advisor early in your time at UR.

Counseling and Psychological Services (caps.richmond.edu or 289-8119): Assists currently enrolled, full-time, degree-seeking students in improving their mental health and well-being, and in handling challenges that may impede their growth and development. Services include brief consultations, short-term counseling and psychotherapy, skills-building classes, crisis intervention, psychiatric consultation, and related services.

Disability Services (disability.richmond.edu) The Office of Disability Services works to ensure that qualified students with a disability (whether incoming or current) are provided with reasonable accommodations that enable students to participate fully in activities, programs, services and benefits provided to all students. Please let your professors know as soon as possible if you have an accommodation that requires academic coordination and planning.

Speech Center (speech.richmond.edu or 287-6409): Assists with preparation and practice in the pursuit of excellence in public expression. Recording, playback, coaching and critique sessions offered by teams of student consultants trained to assist in developing ideas, arranging key points for more effective organization, improving style and delivery, and handling multimedia aids for individual and group presentations. Remote practice sessions can be arranged; we look forward to meeting your public speaking needs.

Writing Center (writing.richmond.edu or 289-8263): Assists writers at all levels of experience, across all majors. Students can schedule appointments with trained writing consultants who offer friendly critiques of written work.