

Fall 2021 LDST 489: Internship (Part 2)

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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, and continue their professional development. Students will complete academic assignments that require them to apply leadership studies theories and concepts to their internship experience.

Objectives

Academic/Scholarly Outcomes: LDST 489 is designed to enrich students' (a) understanding of the nature and process of leadership and (b) their capacity to exercise leadership in a variety of settings. Students will have the opportunity to:

- Develop competencies in problem-solving, decision-making, organizational analysis, communication, and group work
- Synthesize information to develop new insights into leadership;
- Practice some of the principles of leadership
- Improve oral and written communication skills

Affective/Interpersonal Outcomes: LDST 489 is a highly personalized experience that provides students with the opportunity to extend and develop their skills as leaders, and to examine their own personal values, strengths, and objectives. Students will have the opportunity to:

- Develop proficiency in accomplishing specific and tangible tasks that contribute to the goals of their internship site
- Exercise leadership by problem solving
- Enhance interpersonal abilities
- Increase sensitivity to diversity and individual differences
- Engage in self-reflection and, articulate the results of it
- Examine ethics in leadership and in interpersonal contexts

RECOGNIZING OUR UNUSUAL CIRCUMSTANCES

Given that we are still managing the impact of a global pandemic as well as tremendous unrest in our country, let's acknowledge that we are all still dealing with a variety of circumstances. Please let me know if you are having trouble – I'm not going to judge you or think less of you, I want to work with you. I hope that you'll extend me the same grace.

So let's lay out some ground rules:

- You *never* owe me personal information about your health (mental or physical), or anything else.
- You are always welcome to talk to me about things you are going through.
- If I can't help you, I usually know somebody who can.
- If you need extra help, or you need to miss class, or you need more time with something, just ask. I'll work with you.

DOCUMENTS AND REFLECTIONS FROM SUMMER 2021 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 and Alternative Experience (50 points each – 300 points in total)

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

FALL 2021 REQUIREMENTS/ASSIGNMENTS FOR ALL

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. *See Jepson Common Syllabus insert at the end of the syllabus regarding attendance in class.*

Career/Post-Graduate Opportunity Events (25 points each - 50 points in total)

You need to attend TWO events hosted by Career Services and/or by another academic department/school this semester. As the Career Services events may not be relevant to all, if there are graduate school programs or other professional development related programs being offered

by Robins, A&S, the Law School or particular academic departments, you may use those as well. Attendance will be verified through Career Services. If you are attending an event NOT sponsored by Career Services, please email Dr. Soderlund with that information.

Theory Into Action Paper (150 points)

Due Date: By Friday September 10, 2021 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)

Internship Video Presentation (100 points)

Due Date: Upload by Friday, October 1, 2021

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 will be shared with your classmates and *hopefully* members of the Class of 2023 before they complete their Jepson internship (if you give your permission). Not only will this enable you to share the things you enjoyed, relished, and or toiled about at your internship, it will help inform and educate your classmates about opportunities in fields/industries that they may not have had the chance to explore.

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: 7 minutes (10 points – you lose 5 points for every minute over)
- Visual Element: Please include visuals (PowerPoint, Prezi, poster, etc.) that illustrate and/or elaborate on points you include in your presentation. (10 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).

Viewing Internship/Alternative Experience Videos (20 points each - 120 points in total)

To provide students the opportunity to learn about opportunities in different fields/industries that may interest them, you will be required to watch SIX of the internship videos that your classmates

film and submit. Of course, you are welcome to watch as many videos as you would like (beyond the SIX required) across all three sections.

Ethics Assessment (up to 100 points)

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

By December 3, 2021, you will find an “Ethics Assessment” in Blackboard under “Assignments.” This assessment must be completed by the end of the designated final exam period 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 five OPTIONAL classes. Students will identify – during the first class – three of the five optional classes they plan to attend, though students are welcome to attend ALL of the optional classes if they choose.

Week of:	Topic & Assignments
Week 1: August 23, 2021 Monday, 8/23 Tuesday, 8/24 Thursday, 8/26	Course Introduction/Reflecting on the Summer
Week 2: August 30, 2021 Monday, 8/30 Tuesday, 8/31 Thursday, 9/2	REQUIRED: Evaluating & Negotiating Offers <i>Guest: Beth Chancy, associate director, Career Services</i>
Week 3: September 6, 2021 Monday, 9/6 Tuesday, 9/7 Thursday, 9/9	REQUIRED: Personal Finance ~ Part 1 <i>Guest: Dan Fabian, associate dean, Richmond College</i> DUE BY 9/10: THEORY INTO ACTION PAPER (Blackboard)
Week 4: September 13, 2021 Monday, 9/13 Tuesday, 9/14 Thursday, 9/16	REQUIRED: Personal Finance ~ Part 2 <i>Guest: Dan Fabian, associate dean, Richmond College</i>
Week 5: September 20, 2021 Monday, 9/20 Tuesday, 9/21 Thursday, 9/23	OPTIONAL: Using & Maintaining Contacts from Summer
Week 6: September 27, 2021 Monday, 9/27 Tuesday, 9/28 Thursday, 9/30	REQUIRED: The Search Continues... <i>Guest: Beth Chancy, associate director, Career Services</i> DUE BY 10/1: INTERNSHIP VIDEO DUE (Blackboard)
Week 7: October 4, 2021 Monday, 10/4 Tuesday, 10/5 Thursday, 10/7	OPTIONAL: Exploring Grad School & Post Grad Opportunities <i>Assignment: View 3 Internship/Experience Video of Choice</i>
Week 8: October 11, 2020 Monday, 10/11 Tuesday, 10/12 Thursday, 10/14	FALL BREAK – NO CLASSES <i>Assignment: View 3 Internship/Experience Video of Choice</i>
Week 9: October 18, 2021 Monday, 10/18 Tuesday, 10/19 Thursday, 10/21	OPTIONAL: Career Exploration, Still Considering Options
Week 10: October 25, 2021 Monday, 10/25 Tuesday, 10/26 Thursday, 10/28	OPTIONAL: Articulating Skills/Competencies from Internship

<p>Week 11: November 1, 2021 Monday, 11/1 Tuesday, 11/2 Thursday, 11/4</p>	<p>REQUIRED: Accessing/Using UR Alumni Directory</p>
<p>Week 12: November 8, 2021 Monday, 11/8 Tuesday, 11/9 Thursday, 11/11</p>	<p>OPTIONAL: Transition to 'Real World' & Work/Life Balance</p>
<p>Week 13: November 15, 2021 Monday, 11/15 Tuesday, 11/16 Thursday, 11/18</p>	<p>REQUIRED: Asking for Feedback</p>
<p>Week of November 22nd – NO CLASSES THANKSGIVING BREAK</p>	
<p>Week 14: November 29, 2021 Monday, 11/29 Tuesday, 11/30 Thursday, 12/3</p>	<p>Topic TBA</p>
<p>FINAL EXAM Section 1: Friday, 12/10 - 9 a.m. – 12 p.m. Section 2: Tuesday, 12/14 – 9 a.m. – 12 p.m. Section 3: Tuesday, 12/14 – 9 a.m. – 12 p.m.</p>	<p>DUE BY END OF DESIGNATED FINAL EXAM PERIOD: Ethics Assessment</p>

SYLLABUS INSERT REGARDING ACADEMIC & PERSONAL SUPPORT SERVICES

Hope N. Walton, Director Academic Skills

Below is a boxed statement that describes the services available from a myriad of resources. We recommend that you consider including this boxed statement in your course syllabus, on Blackboard, or perhaps on a separate handout. Of course, other support services that relate specifically to your course can also be added.

Staff members from the resources below are available for consultations about concerns related to students as well as issues related to 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 \(hwatson@richmond.edu\)](mailto:hwatson@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](http://library.richmond.edu/help/liaison-librarians.html) (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.

Jepson School of Leadership Studies 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 do so, the following resources are available to support our students: Spiders Against Bias (an anonymous peer to peer support network that aids microaggression and bias incident survivors in connecting to different resources) and the Bias Resource Team.⁵ Additionally, this semester students are leading a series of workshops, *Not So Slight: Combating mAcroaggressions*, for students to learn how to recognize microaggressions and how to have meaningful conversations around difficult topics in an aggression-free environment.

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>